

المملكة العربية السعودية
Kingdom of Saudi Arabia

رؤية
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA



وزارة التعليم
Ministry of Education

Student's Book and Workbook

كتاب الطالب والتمارين

Lift Off!

English Language

Intermediate Stage

Second Intermediate Grade

Second Semester

اللغة الإنجليزية
المرحلة المتوسطة
الصف الثاني المتوسط
الفصل الدراسي الثاني

4

طبعة ١٤٤٠ / ١٤٤١ هـ 2019 / 2020 Edition



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Understand specific information in short, simple texts on familiar topics; Transfer from verbal to visual information	Ask and answer about number and quantity	Countable and uncountable nouns (<i>some/any/no, much/many/a lot of/lots of, a few/a little, How much/How many</i>)
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LESSON 3 Fahad's invitation		



Understand the main idea in short simple texts on familiar topics; Write short simple informal letters and e-mails (giving news, thanking, apologizing, inviting, accepting or refusing an invitation, describing experiences)	Express obligation, lack of obligation and prohibition; Invite and accept or refuse an invitation; Thank and apologise	Modals: <i>can, could, should, may, might, must/have to</i>
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REVIEW

Grammar: Present perfect simple (Affirmative – Negative – Questions – Short answers); Time expressions

UNIT 8 LEARN ABOUT YOURSELF AND THE WORLD

LESSON 1 Start cooking!

Understand sequence; Use simple phrases to satisfy needs of a concrete type	Offer (help, etc.)/accept and refuse offers	Object personal pronouns; <i>would like/want + to</i>
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LESSON 2 How often do you clean your teeth?

Find specific predictable information in simple, everyday material, such as advertisements, menus, etc.; Express opinion on a familiar subject	Talk and write about habitual actions, routines and permanent situations	Present simple; Time expressions; Adverbs of frequency
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LESSON 3 What do you know about water?

Understand the main idea and/or basic information in short monologues or dialogues; Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.	Refer to conditions and their results	Conditionals (Zero conditional, Type 1)
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REVIEW

Grammar: Conditionals (Zero conditional, Type 1)

UNIT 9 BE CAREFUL AND POPULAR BUT NOT WASTEFUL

LESSON 1 The walk with Fahad part 1

Understand text cohesion (personal pronouns used as reference items); Use simple phrases to satisfy needs of a concrete type	Express obligation, lack of obligation and prohibition; Invite and accept or refuse an invitation; Thank and apologise	Modals: <i>can, could, should, may, might, must/have to</i>
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LESSON 2 My favourite book

Understand the main idea and/or basic information in short monologues or dialogues; Manage simple, routine exchanges; Ask and answer questions and exchange ideas and information on familiar topics	Make comparisons	Comparative and superlative forms; <i>too/enough</i>
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LESSON 3 Don't be wasteful

Understand the main idea in short simple texts on familiar topics; Understand enough to be able to meet needs of a concrete kind	Refer to conditions and their results	Conditionals (Zero conditional, Type 1)
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REVIEW

Grammar: Comparative and superlative forms

UNIT 10 HOME, HOME, HOME SWEET HOME

LESSON 1 The walk with Fahad part 2

Understand sequence; Write simple phrases and sentences linked with simple connectors such as <i>and, but, because</i>	Express obligation, lack of obligation and prohibition	Modals: <i>can, could, should, may, might, must/have to</i> ; Conjunctions
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LESSON 2 Family and friends

Understand the main idea and/or basic information in short monologues or dialogues; Express opinion on a familiar subject	Express preference/like/dislike/desire	<i>like/love/enjoy/hate/can't stand + -ing</i>
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LESSON 3 Going home

Understand specific information in short simple texts on familiar topics	Discuss a range of topics; Describe/define people and things	Relative pronouns (<i>who, which, that</i>)
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REVIEW

Grammar: Consolidation of skills, functions and grammar from previous units

PROGRESS CHECK 2 Review of Units 6–10



RUBRIC WORDLIST

Instructions

إرشادات

Agree	وافق
Answer	أجب
Check	تحقق من
Choose	اختر
Complete	أكمل
Cross out	اشطب
Explain	اشرح
Find	أوجد
Follow	اتبع
Imagine	تخيل
Label	صف
Mark	ضع علامة على
Match	صل
Number	عد، أحصي
Order	رتب
Punctuate	ضع علامات الترقيم التنقيط
Repeat	كرر
Re-write	أعد كتابة
Say	قل
Speak	تحدث
Spell	تهجأ
Talk	تحدث
Tell the story	احك القصة
Underline	ضع خط تحت

Language terms

مصطلحات اللغة

Adjective	صفة
Adverb	حال
Countable/uncountable nouns	الأسماء المعدودة/ الأسماء غير المعدودة
Irregular	غير منتظم
Negative	نفي
Object pronouns	ضمائر المفعول به
Opposite	ضد
Paragraph	فقرة
Past progressive	الماضي المستمر
Past simple	الماضي البسيط
Phrasal verb	شبه جملة فعلية
Plural	جمع
Possessive pronouns	ضمائر الملكية

Preposition حرف

Present simple	المضارع البسيط
Pronunciation	طريقة النطق
Question tags	أسئلة التوكيد
Sentence	جملة
Singular	مفرد
Stressed syllable	مقطع صوتي مشدد
Subject pronouns	ضمائر الفاعل
Verb	فعل

Other terms

مصطلحات أخرى

Advice	نصيحة
Article (newspaper/magazine)	مقال
Brackets	أقواس
Column	عمود
Conversation	محادثة
Correct	صحيح
Description	وصف
Diagram	رسم توضيحي
Dialogue	حوار
Directions	اتجاهات
Events	أحداث
Instructions	إرشادات
Interview	حوار
List	قائمة
Meaning	معنى
Missing words/ letters	الكلمة/ الحرف الناقص
Mistake	خطأ
Odd word	الكلمة الغريبة
Passage	قطعة
Reasons	أسباب
Response	رد
Rhyme	قافية
Sounds the same	يبدو مماثلاً
Spelling	تهجئة إملائية
Statement	عبارة
Suggestion	اقتراح
Summary	ملخص
Text	نص

LESSON 1 *Come for lunch*

1 Look, listen, ask and answer. Track 1

- a) Look at the picture. Who can you see?
What is he doing?
- b) Listen and answer. Omar and Fred are talking.
Which day is it?



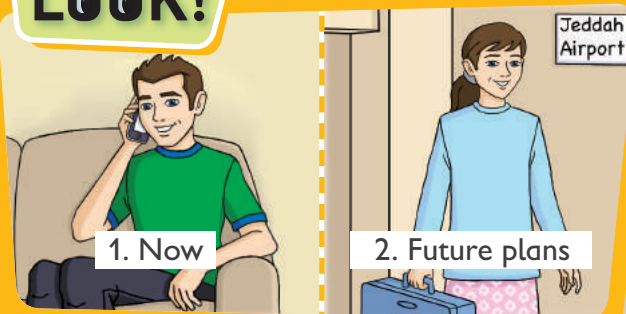
Omar: Fred, can you have lunch with us the day after tomorrow?
Fred: That's Thursday, isn't it?
Omar: Yes.
Fred: Omar, I'm very sorry. I can't come. We're going away for the weekend.
Omar: Oh. Are you going anywhere nice?
Fred: Yes. We're going to Jeddah.
Omar: Fantastic! Where are you staying?
Fred: At The Jeddah Tower. It's a big hotel.
Omar: Yes, I know. It's nice. Is your dad driving you there?
Fred: No, we're flying on Thursday morning.
Omar: Great. Have a nice trip.
Fred: Thanks.
Omar: Just a minute, Fred. Are you busy now?
Fred: No, I'm not doing anything important at the moment.
Omar: Well, come for lunch today.

c) Listen again, then ask and answer.

- 1 Why can't Fred have lunch with Omar?
- 2 Where are Fred and his family going?
- 3 How are they going?
- 4 Where are they staying?

2 Match the sentences to the pictures.
Write 1 or 2 in each box.

He's holding a phone. ☐
 We're staying in a hotel. ☐
 Omar and Fred are talking. ☐
 I'm flying to Jeddah. ☐
 I'm going away for the weekend. ☐
 I'm not doing anything. ☐

LOOK!

3 Read, listen, say and write. Track 2


- a) Look at the plans. What is Nina doing at eleven on Thursday?
What is she doing at three o'clock?

At eleven on Thursday,
Nina is going ...

- b) Listen and complete Fred's plans for Saturday.


Nina's plans for Thursday	
10:00	Arrive in Jeddah
11:00–2:00	Go shopping with Mum
3:00–6:00	Go sightseeing
6:30–7:30	Rest in hotel
7:30	Eat at restaurant

Fred's plans for Saturday	
9:00	¹ Write e-mail to Omar
10:00–2:00	Go diving with ² _____
3:00–5:00	Go bowling at ³ _____
6:00–7:00	⁴ _____ in room
7:30	Leave the ⁵ _____

- c) Ask and answer about Nina and Fred's plans. 

What's Nina
doing at ?

What's Fred doing
from to?

- d) What are you doing this weekend? Tell your partner. 
- e) Complete Nina's e-mail in your notebook.

Dear Reema,
It's half past ten on Thursday morning.
I'm in my room at the hotel in Jeddah. From eleven till two I am ...



see Workbook pp96–97

Unit 1

Journeys and trips

Lesson Link



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Lesson 2 Nina's camera

1 Say, read, match and listen. Track 3

a) Read and tick (✓) the best way to finish.

I think I forgot it in Jeddah. ☐

I can't, Mum. It isn't working. ☐

Penny: Fred's here. He's wearing his diving equipment.
Take a photo, please, Nina.

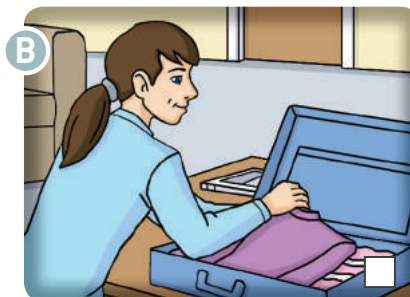
Nina: Just a minute, Mum. My camera's in my room.

Fred: Hurry up, Nina. I'm hot.

Nina: Where is my camera? On no! ...



b) Read and number the pictures.



- 1 I put down my bag, said, 'Smile Fred!' and took a picture.
- 2 I put the camera on the table, picked up my bag and left.
- 3 At seven, Mum came to my room and said, 'It's nearly time to go.'
- 4 I stopped reading, stood up and started packing my bag.
- 5 Fred wanted a photo of him in front of the hotel shop.
- 6 A few minutes later Fred and I went downstairs in the lift.



c) Listen. How did the story end?



Unit 1 • Lesson 2

2 Read, say and write.

a) Read, ask and answer. 

GUEST COMMENT FORM		JEDDAH TOWER HOTEL
Guest Name:	Penny Watson	
Date of stay:	22 nd January - 24 th January	Two nights
Staff	Food	Room service
smart ✓	tasty ✓	fast No
friendly ✓	good value No	polite ✓
Rooms	Prices	Facilities
clean ✓	expensive OK	modern ✓
comfortable ✓	good-value ✓	excellent ✓
Other comments		
A very nice hotel. I enjoyed my stay. The staff were very helpful. My daughter left her camera in the hotel. They found the camera and returned it to us.		

- 1 Who wrote this form?
- 2 Which hotel is it for?
- 3 When was she there?
- 4 Did Penny enjoy her stay?

b) Read again and complete Penny's e-mail to her brother. 

Dear Jim,

Last weekend, we stayed in The ¹ Jeddah Tower Hotel. We were there for two ² _____

I enjoyed my ³ _____. The Jeddah Tower Hotel is a ⁴ _____ hotel. The rooms are comfortable and very ⁵ _____ and the ⁶ _____ were very smart and friendly. The food was very ⁷ _____ but it wasn't good value. Also, the room service was ⁸ _____ but it wasn't very fast. The ⁹ _____ of the hotel were excellent.

c) Write a letter to a friend about last weekend.

Where did you go? Who or what did you see? What did you do?

Pronunciation corner



Track 4

a) Listen and repeat the answers.

b) Listen again. Say the answers after the first voice.



see Workbook pp98-99

Unit 1

Journeys and trips

Lesson 3 *Back to England*



1 Say, read and complete.

a) Look at the picture.

What are Omar and Fred doing?

b) Read. Tick (✓) true (T) or false (F).

- | | | |
|--|----------------------------|----------------------------|
| 1 Fred is going to England in February. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Fred is going to the airport by taxi. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Fred is leaving Riyadh on Monday. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Fred is arriving in Oxford at five in the morning. | T <input type="checkbox"/> | F <input type="checkbox"/> |

Omar: So this our last juice before you leave tomorrow.

Fred: Yes, that's right. It's sad.

Omar: Never mind. I'm coming to Oxford next month. We can see each other in April.

Fred: Yes, that's true.

Omar: How are you getting to the airport? Are you going by taxi?

Fred: No, Dad's driving us. We're leaving Dad's house at ten at night.

Omar: What time is your plane?

Fred: It's leaving at one o'clock on Monday morning.

Omar: One o'clock in the morning? That's isn't very nice.

Fred: No, it isn't. And we're arriving in London at five.

Omar: And then are you catching a train to Oxford?

Fred: No, we're travelling by bus and arriving home at about six thirty.

c) Read again and complete the table.

House	Riyadh Airport	London	Oxford
Leaving: <u>10:00</u>	Leaving: _____	Arriving: _____	Arrive: _____
By: <u>car</u>	By: _____	By: _____	By: _____

d) Talk about Fred's journey.

Fred is leaving his dad's house at ten. He's travelling by ...



2 Listen, say and match. Tracks 5 and 6

a) Listen and repeat.



b) Listen to the sounds and number the pictures.

c) Ask and answer about the pictures.

How is the man in picture A travelling?

He's travelling by motorbike.

3 Say and read.

a) What do you know about the foot?

- 1 How many bones are there in a foot?
- 2 How many steps do we usually take in a day?
- 3 How far do people walk in their life?
- 4 When is the best time of day to buy shoes?
- 5 What word completes this sentence?
I go to school _____ foot.
- 6 What word completes this sentence?
We say 'one foot' but 'two _____'.

b) Read and check your answers.

ABOUT A FOOT

Did you know ...?

- There are 26 bones in each foot.
- The best time to buy shoes is in the afternoon.
- We take about 8,000 steps in one day.
- We walk about 100,000 km in our life.
- In English you go *by* plane, *by* ship and *by* bike but you go *on* foot.
- In English you say *feet*, not *foots*.





What are our friends doing at the moment?

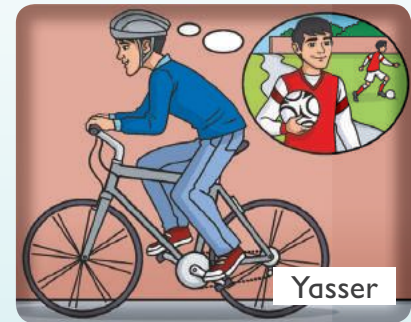
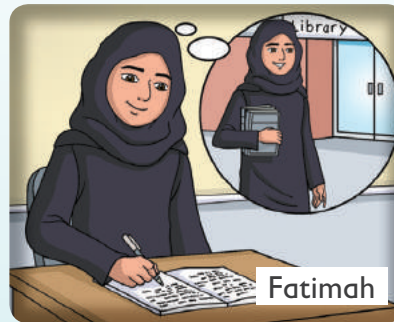


What are they doing tomorrow?



1 Look, say and write.

a) Ask and answer.



b) In your notebook write two sentences for each picture.

Rakan is watching TV at the moment.
Tomorrow Rakan's ...

2 Read, listen and say. Track 7

a) Read the poem. What is it about? Tick (✓) the best answer.

1 Buses ☐ 2 Driving ☐ 3 Boat ☐ 4 Travel ☐

Hurry up! Hurry up!
Hurry up! Hurry up!
We're going on a journey.
We're going on a trip.
We're going by bike.
We're going by ship.
We're sailing, we're cycling
We're catching a bus.
What? Me too?
Yes, all of us.

Hurry up! Hurry up!
Hurry up! Hurry up!
We're going by car.
We're going by train.
We're going by scooter.
We're going by plane.
We're driving, we're flying,
We're travelling by balloon.
Hurry up! Hurry up!
We're leaving soon.

b) Listen and repeat.

GRAMMAR STUDY

Complete the missing indefinite pronouns and adverbs.

In a sentence

someone

3 _____

5 _____

**A negative meaning
in a sentence**

1 no one

4 _____

nothing

**In questions and
negative sentences**

2 _____

anywhere

6 _____

3 Underline the correct word to complete each sentence.

- Omar heard a noise in the kitchen but there was (*someone / anyone / no one*) in the room.
- Fatimah went to the shops but she didn't buy (*something / anything / nothing*).
- Did you go (*somewhere / anywhere / nowhere*) nice yesterday, Reema?
- Yesterday after school, (*someone / anyone / no one*) left a bag on Ibrahim's desk.
- Yasser was hungry at school because he didn't eat (*something / anything / nothing*) for breakfast.
- The school bus was crowded so there was (*somewhere / anywhere / nowhere*) for Yasser to sit.



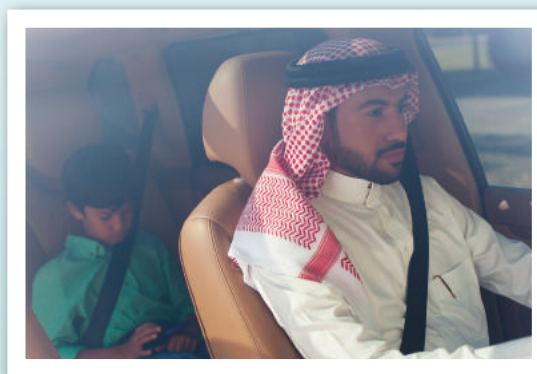
4 Read and match.

- catch a
C _____
- sail on a

- ride a

- drive a

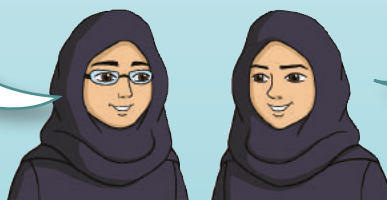
- A horse
B car
C ~~bus~~
D motorbike
E boat
F train
G ship
H scooter



5 Say the meaning of these words.

- 1 drive 2 sail 3 cycle 4 walk 5 ride 6 fly 7 swim 8 run

What is the meaning
of *drive*?



To travel by car.



Unit 2

People, animals, places, things

LESSON 1 *How ill am I?*

Lesson Link



www.iem.edu.sa



1 Look, say and listen. Track 8

- a) Look at the picture. Who can you see in bed? Who is the other person? What is he doing?
- b) Listen. Number the questions in the correct order.
- a What is my temperature? ☐
 - b Your surname is Probert, isn't it? ☒ 1
 - c How tall are you? ☐
 - d What's your weight? ☐
 - e How old are you? ☐
- c) Listen again and complete the form.

FIRST NAME: <u>Charlie</u>	SURNAME: ¹ <u>Probert</u>
Age: ² _____	Weight: ³ _____
Height: ⁴ _____	Temperature: ⁵ _____

2

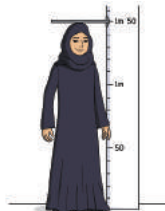
LOOK!

AGE



I'm (38) years **old**.

HEIGHT



I'm (1) metre (50) **tall**.

WEIGHT



I **weigh** (52) kilos.

3

Speak and write.

- a) Ask and answer about age, height and weight.

How old are you?

How tall are you?

How heavy are you?

- b) Write the sentences in your notebook.

4 Listen to Charlie and the doctor. Ask and answer.

Track 9



- 1 What is Charlie's first question?
- 2 What is wrong with Charlie?
- 3 Does Charlie need any medicine?
- 4 Why doesn't Charlie want to go to school?

5 Read, listen and check.

Track 10

a) Read and underline the answers.**Dr Deema's
Health and Fitness Quiz****1 How much water does a 14-year-old student need each day?**

- a) 0.5 to 1 litres b) 1 to 1.5 litres
c) 1.5 to 2 litres d) 2.5 litres or more

2 How many calories does a 14-year-old student need each day?

- a) 1,400 for a girl/1,600 for a boy b) 1,800 for a girl/2,000 for a boy
c) 2,200 for a girl/2,400 for a boy d) 2,600 for a girl/2,800 for a boy

3 How many of these foods are healthy snacks?

- a) two b) three
c) four d) five

**4 How much exercise does a 14-year-old student need to be fit and healthy?**

- a) 30 minutes a day b) an hour a day c) 30 minutes a week d) an hour a week

5 How much sleep does a 14-year-old need at night to be fit and healthy?

- a) seven hours b) eight hours c) nine hours d) ten hours

b) Listen and check.**6 Read and match.**

- | | |
|---|----------------------------------|
| 1 heavy <input checked="" type="checkbox"/> | 2 old <input type="checkbox"/> |
| 3 hungry <input type="checkbox"/> | 4 tired <input type="checkbox"/> |
| 5 tall <input type="checkbox"/> | 6 fit <input type="checkbox"/> |
| 7 thirsty <input type="checkbox"/> | 8 hot <input type="checkbox"/> |

- a health
- b age
- c ~~weight~~
- d sleep
- e height
- f water
- g temperature
- h food




see Workbook pp102–103

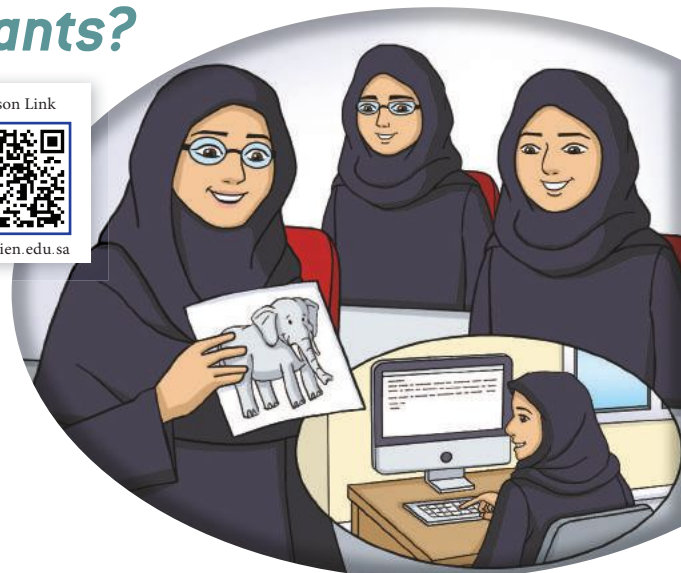
Unit 2 • Lesson 1

15

LESSON 2 *How heavy are elephants?*

1 Say, read, complete and speak.

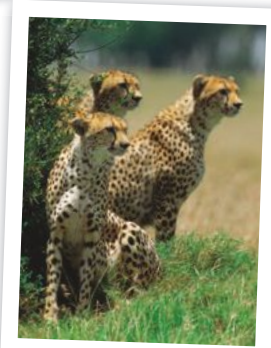
- a) Look at the picture. What's Reema doing? What was the lesson about? 
- b) Read the e-mail. Were you correct?



Dear Nina,
Here's a picture of our lesson today. Our English teacher talked about different animals. We are doing a project about them. I am writing about ...

- c) Read and complete the sentences.
Use the words in the box.

fastest laziest
heaviest tallest



- 1 ... are the heaviest land animals in the world. They weigh three tonnes or more.
- 2 ... are the _____ animals in the world. They are three metres tall or more.
- 3 ... are the world's _____ animals. They run at 80 kilometres an hour or more.
- 4 ... are one of the _____ animals in the world. They sleep for 20 hours a day or more.

d) Ask and answer. 

- 1 How heavy are elephants?
- 2 How tall are giraffes?
- 3 How fast are cheetahs?
- 4 How lazy are koala bears?

How heavy are elephants?

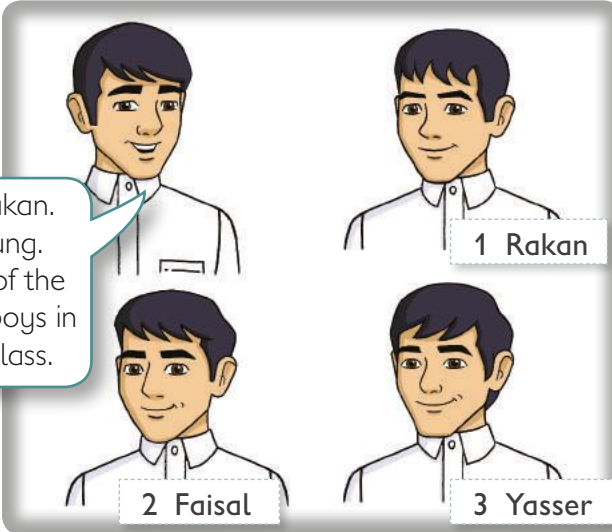
Very heavy. They weigh three tonnes or more.

2 Listen and say. Track 11

a) Listen and write the correct number.

tall ☐ young ☐ nice ☐ clever ☐ strong ☐ fast ☐

b) Talk to your partner about the students in Omar's and Reema's classes.

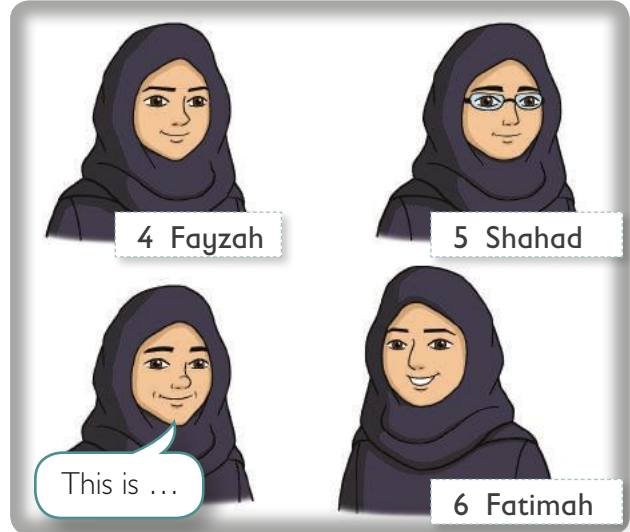


This is Rakan.
He's young.
He's one of the youngest boys in Omar's class.

1 Rakan

2 Faisal

3 Yasser



4 Fayzah

5 Shahad

This is ...

6 Fatimah

3 Write sentences in your notebooks.



hippos / heavy animals / world



Jeddah / big cities / Saudi Arabia

1 Hippos are very heavy. They are one of the heaviest animals in the world.



Taif / high cities / Saudi Arabia



Rub' al Khali / dry deserts / world

Pronunciation corner



a) Listen to these words when we add -s.

weigh ask run use sleep watch like catch go

b) Listen again and repeat.

c) Listen again. Write the words in the correct column. Add -s or -es to each word.

/s/	/z/	/iz/

Unit 2

People, animals, places, things

LESSON 3 *They are even bigger!*

1 Say, read and complete.

a) Look at the picture. What does the teacher want Fred to do? 

b) Read Fred's project. Tick (✓) the best title.

- 1 Boeing 747s ☐
- 2 Superjumbos ☐
- 3 Two big planes ☐
- 4 Elephants ☐

Lesson Link



www.iem.edu.sa

Fred, when did you fly back from Saudi Arabia?

Good, so I think your project should be about flying.

Last week, Mr Norris.

PROJECT by Fred Watson



For 30 years Boeing 747s were the world's biggest passenger planes. People call them 'jumbo jets', after a popular name for elephants. Boeing 747s weigh 340 tonnes. They are big planes: 70 metres long, 60 metres wide and 19 metres high. 747s can carry 400 passengers at a speed of 880 km/h.

Airbus A380s are now the world's biggest planes. People call them 'Superjumbos', because they are even bigger than jumbo jets. They weigh 550 tonnes and are 72 metres long, 80 metres wide and 24 metres high, so they are even heavier, wider and taller than Boeing 747s. They can carry 550 passengers and fly at a speed of 900 km/h.



c) Read again and complete the table.

Boeing 747		Airbus A380	
length	70 metres	1 <u>length</u>	72 metres
height	2 _____	height	24 metres
width	3 _____	4 _____	80 metres
5 _____	880 km/h	speed	6 _____
weight	7 _____	8 _____	9 _____

2

LOOK!

Rhinos are big animals.

But hippos are **even** bigger animals.

3

Talk to a partner.

a) Look at exercise 1c. Compare the Boeing 747 and the Airbus A380.

The Boeing 747
is a big plane.

Yes, but the Airbus
A380 is an even bigger
plane.

The Boeing 747
is a long plane.

b) Compare these things.

- 1 horses / fast animal / cheetahs
- 3 cats / lazy animals / koala bears
- 5 camels / tall animals / giraffes

- 2 Hail / big city / Tabuk
- 4 Jabal Zar / high mountain / Jabal Dakah

4

Listen, complete, say and write. Track 13

a) Listen and complete.

1 name **Arabian oryx**2 numbers **only 1000**

3 live in

4 food



5 colour

6 length of horns

7 height

8 weight

b) Talk to your partner about the picture.

This is an Arabian oryx.
There are about 1000 ...

c) Write about the Arabian oryx in your notebooks.

This is an Arabian oryx. There are
about 1000 animals in the world.
They ...



see Workbook pp106–107

Unit 2 • Lesson 3

19



1 Listen, say and write. Track 14


a) Listen and complete.


Look at our friends in England. Ask and answer.




Use questions with *how*.



	1 Charlie
	Age 14
	Weight
	Height

	2 Elena
	Age
	Weight
	Height

	3 Jack
	Age
	Weight
	Height

b) Ask and answer.

c) Write three sentences for each person in your notebook.

2 Say and read.

a) What do you know about 8-year olds?

- 1 How much water does an 8-year-old child need each day?
- 2 How many calories does an 8-year-old child need each day?
- 3 How much exercise does an 8-year-old need to be fit and healthy?
- 4 How much sleep does an 8-year-old need at night to be fit and healthy?

b) Read and check your answers.

Did you know ...?

- An 8-year-old child needs more than a litre of water each day.
- An 8-year-old girl needs 1,200 calories a day and an eight-year-old boy needs 1,400 a day.
- An 8-year-old child needs more than one hour of exercise a day to be fit and healthy.
- An 8-year-old child needs about 11 hours sleep to be fit and healthy.

3 Read, listen and check. Track 15

a) Read and underline the words with rhyming sounds.

- | | | | |
|---------|-----------|----------|-----------|
| 1 bear | a) near | b) heavy | c) chair |
| 2 weigh | a) height | b) day | c) their |
| 3 ill | a) oryx | b) high | c) diving |
| 4 fast | a) tasty | b) staff | c) at |

b) Listen and check.

GRAMMAR STUDY

We use **what** to make questions with nouns and we use **how** to make questions with adjectives. Complete the questions with **what** or **how**.

Answer

Questions

- Omar is 14 years old. ¹ _____ old is Omar?
 ² _____ is Omar's age?

4 Underline the correct word to complete each question.

- How (*fast / speed*) can you run?
- How (*heavy / weight*) were you last year?
- What is the (*wide / width*) of this room?
- How (*height / high*) is that building?
- What is the (*length / long*) of your car?

5 Match the answers to the questions in exercise 4.

- I weighed 42 kilos. ☐
- It's about eight metres tall. ☐
- It's about four metres long. ☐
- About two metres. It isn't very wide. ☐
- About 11 kilometres an hour. ☒



6 Read and complete using the correct form of the word in brackets.

- Fred is one of the tallest boys in his class. (tall)
- Fatimah is very nice but Shahad is even _____. (nice)
- Horses are _____ animals than elephants or hippos. (fast)
- Rub' al Khali is one of the _____ places in Saudi Arabia. (hot)
- Rakan and Yasser are both _____ students. (clever)
- Riyadh is the _____ city in Saudi Arabia. (big)
- The Arabian oryx is a very _____ animal. (rare)
- Boeing 747s are _____ planes that Airbus A380s. (old)



7 Talk about people in your class. Use these words.

clever tall young
strong nice smart

Faisal is one of the
cleverest students in
my class.



Dalal is the tallest
student in my class.





LESSON 1 *A writing competition*

1 Read, say and answer.

Dear Nina,

I read this information on the internet last night. Fred and **you** may be interested in **it**. It's about a writing competition for The Bookworm Book Club. The winners will get very good prizes. One of **them** is an iPad.

Best wishes,

Reema

a) Ask and answer.

- | | |
|-----------------------------|---------------------------|
| 1 Who is the e-mail to? | 2 Who is the e-mail from? |
| 3 What is the e-mail about? | |

b) Who or what do the words in bold in the e-mail refer to?

- | | |
|------------------|--------------|
| 1 I <u>Reema</u> | 2 you _____ |
| 3 it _____ | 4 them _____ |



c) Read about the writing competition. Write the letter of the paragraph with information on:

- 1 What the winners will get. _____
- 2 The rules for the competition. _____
- 3 What to write. _____
- 4 Who we are. _____

d) Find and underline the verbs with **will** in the e-mail and in the information about the competition. Say them to your partner.

The Bookworm Book Club

Writing Competition



- A** The Bookworm Book Club is a club for people who read and write poems, stories and information in books, newspapers and on the Internet.
- B** The Bookworm Book Club is ten years old this year so we are inviting you to write an essay with the title 'In the next ten years'. Winners will get fantastic prizes.
- C** First prize: For the writer of the best essay you will receive an iPad.
Other prizes: We will give an e-book reader to ten other writers of good essays.
- D** Write an essay of 100 to 150 words.
Write in English.
You can only write one essay.
You must be between 13 and 16 years old.
You must ask your parents' permission.

2

LOOK!

I'll write an essay for this competition.

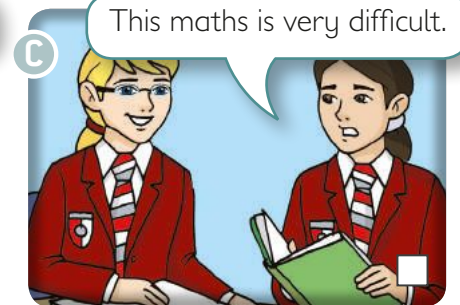
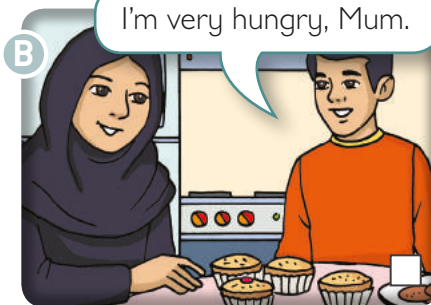
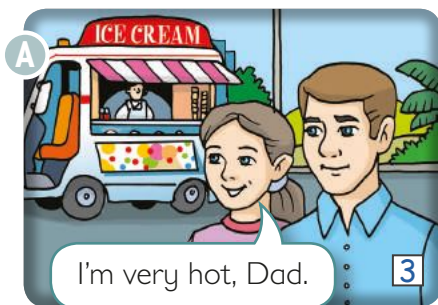
Will I win a prize?

3

Listen, say and match. Tracks 16 and 17

a) Listen and repeat.

- 1 No problem. I'll help you with it.
- 2 Don't worry. I'll help you to cross the road.
- 3 It's OK. I'll buy an ice cream for you.
- 4 No problem. I'll open the door for you.
- 5 It's OK. I'll get the shopping from the car.
- 6 Don't worry. I'll give you one in a minute.

b) Match the sentences from exercise 3a to the pictures. Write the number in the box.

c) Listen and check.
d) Listen and repeat.

4

Say.
Say sentences for each picture.
Picture A.

Will you buy an ice cream, please?



see Workbook pp108–109

Unit 3 • Lesson 1

23



Fred was reading a questionnaire from the Book Club last night.

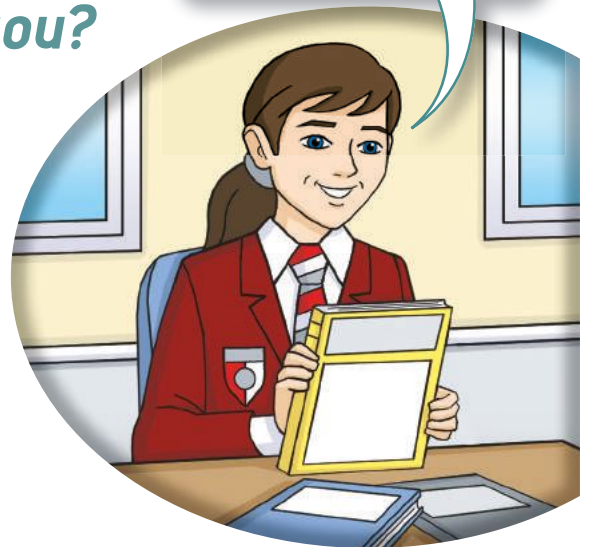
LESSON 2 *What kind of person are you?*

1 Read, listen and say. Track 18

a) Read the questionnaire.

Tick (✓) the correct answer.

- 1 Fred answered none of the questions last night. ☐
- 2 Fred answered some of the questions last night. ☐
- 3 Fred answered all of the questions last night. ☐



b) Listen and complete Fred's questionnaire.

The Bookworm Book Club: *What kind of person are you?*

1 I like reading:

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> stories | <input type="checkbox"/> poems |
| <input type="checkbox"/> information | <input checked="" type="checkbox"/> articles |

2 At school I enjoy studying:

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> maths | <input type="checkbox"/> science |
| <input type="checkbox"/> geography | <input type="checkbox"/> languages |

3 I am good (✓) / I am bad (✗) at:

- | | |
|--|--|
| <input type="checkbox"/> learning things | <input type="checkbox"/> planning things |
| <input type="checkbox"/> doing things | <input type="checkbox"/> making things |

4 I am frightened of:

- | | |
|-----------------------------------|--------------------------------|
| <input type="checkbox"/> snakes | <input type="checkbox"/> lions |
| <input type="checkbox"/> dentists | <input type="checkbox"/> exams |

5 Two words to describe me are:

- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> helpful | <input type="checkbox"/> polite |
| <input type="checkbox"/> kind | <input type="checkbox"/> friendly |

6 I am bored by:

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> TV and films | <input type="checkbox"/> sport and health |
| <input type="checkbox"/> shopping | <input type="checkbox"/> food and cooking |

7 I am most interested in:

- | | |
|-------------------------------------|---------------------------------|
| <input type="checkbox"/> money | <input type="checkbox"/> study |
| <input type="checkbox"/> friendship | <input type="checkbox"/> travel |

8 I'm annoyed by:

- | | |
|--|--|
| <input type="checkbox"/> boring people | <input checked="" type="checkbox"/> lazy people |
| <input type="checkbox"/> nasty people | <input checked="" type="checkbox"/> noisy people |

c) Talk to your partner. Say sentences about Fred.

d) Now say the conversation.

Fred likes reading stories and articles.

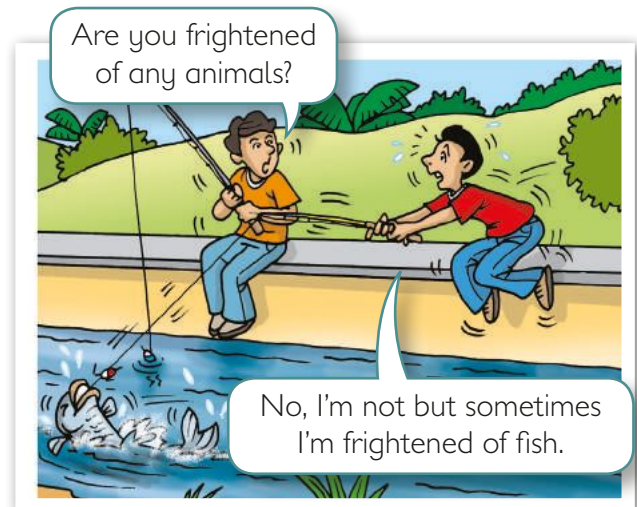


At school, Fred enjoys studying ...

2 Complete, ask and answer.

a) Write the missing words.

- Are you frightened of any animals?
- What things are you good _____?
- Are you polite _____ your teacher?
- Does your father enjoy _____ computers?
- Which sports do you enjoy _____?
- Are your friends interested _____ money?
- Are you annoyed _____ lazy people?
- Which books do you like _____?



b) Ask and answer the questions from exercise 2a.

c) Change partners. Speak about your first partner.

Use the answers from exercise 2a.



Pronunciation corner



a) Listen and repeat.

- Will you ask him?
- Will he answer?
- I'll eat two apples.
- I'll eat three apples.

'w'	'y'

b) Listen and write the number in the correct column.

c) Listen and repeat.

3 Write eight sentences in your notebooks. Use these words.

interested enjoy frightened
like generous good polite
bad

What kind of person are you?

Hi,

My name is _____. I am

a _____ person. I am

interested in _____.





Omar wants to be a good footballer.

LESSON 3 *Things we want to do*

1 Read, answer and say.

a) Look at the picture and answer.

- Who wants to be a good footballer?
- What does Nina want to do?
- Who wants to help Ranya in the house?
- What does Fred want to do?



Reema wants to help me in the house.

Fred wants to win the writing competition.

Nina wants to eat a healthy diet.

b) Read. Who says these things? Write **Omar, Reema, Fred or Nina**.

- | | | | |
|--|-------------|---|-------|
| 1 I'll type my essay. | <u>Fred</u> | 2 I'll cook some meals. | _____ |
| 3 I won't eat lots of red meat. | _____ | 4 I'll practise kicking with both feet. | _____ |
| 5 I'll train three times a week. | _____ | 6 Fruit will be good for me. | _____ |
| 7 I'll clean my bedroom. | _____ | 8 I won't use a pen. | _____ |
| 9 I won't leave my books around the house. | _____ | 10 I won't foul other players. | _____ |
| 11 I'll think before I write. | _____ | 12 I'll eat lots of salad. | _____ |

c) Look at the pictures. Say what each person will do.

Reema wants to help Ranya in the house,

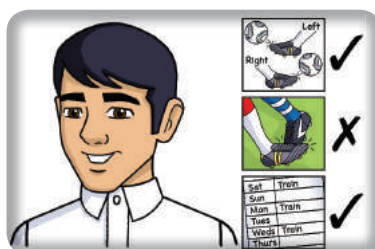
so she'll clean her bedroom and she'll ... but she won't ...



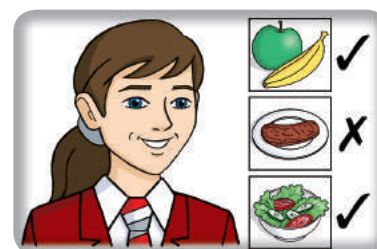
Reema wants to help Ranya in the house ...




Fred wants to win the writing competition ...



Omar wants to be a good footballer ...



Nina wants to eat a healthy diet ...

- 2** Talk to your partner. Read and disagree with each sentence in exercise 1b. 

I'll type my essay.

I won't type my essay.

- 3** Say, listen and match.  Track 20

- a) Say a sentence to help each person. Begin **I'll ...**
b) Listen and number. Match the sentences to the people.

Your teacher

☐
☐
☐

A new student

1

☐
☐

An ill friend

☐
☐
☐

What can you do or say to help these people?



- 4** Say and read.

- a) In popular language a worm can be young insect. So what is a bookworm?

- 1 A bookworm reads a lot of books. 2 A bookworm eats paper and books.
3 A bookworm is a book about insects.

- b) Read and check your answer.

BOOKWORMS


Did you know ...?



- Some young insects eat wood and paper. They make holes when they eat trees, wood and books. We call these insects *woodworms*.
- Some people like books and study and read a lot. We call these people *bookworms* because they 'eat' books.



- 5** Say and write.

- a) Say sentences about what you can do.
Begin **I'll ...** or **I won't ...** 

To be a successful student

To help stop climate change

To be helpful to my parents

- b) Write three sentences for each in your notebooks.



see Workbook pp112–113

Unit 3 • Lesson 3

27



1 Read, complete and listen. Track 21

a) Complete the e-mail. Use these words.

afraid **e-mail** fond generous
keen information interested
polite snakes stories

My friend Manal sent me this e-mail.
She forgot some words.



Dear Nina,

Thanks for your ¹**e-mail** and the ²_____ about The Bookworm Book Club. I read two of the ³_____. I was very ⁴_____ of the first one. It was about a kind girl. She was ⁵_____ to her parents and ⁶_____ with money.

I wasn't very ⁷_____ on the second story. It was about animals. I am usually ⁸_____ in stories about animals but this one was about ⁹_____. I am ¹⁰_____ of snakes so I didn't like it.

Best wishes,

Manal

b) Listen and check.

2 Read, ask and answer.

a) Read and answer the questionnaire.

b) Ask and answer the questions from exercise 2a.

c) Change partners. Speak about your first partner. Use the answers from exercise 2b.

School and you

Tick (✓) the best answers for you.

1 Do you enjoy doing homework?

yes ☐

no ☐

2 Do you like doing school sports?

yes ☐

no ☐

3 How interested are you in your lessons?

interested in ☐

not interested in ☐

4 How good are you at getting up for school?

good at ☐

not very good at ☐

5 Are you frightened of failing school tests?

yes ☐

no ☐

6 Are you generous with your money?

yes ☐

no ☐

7 How polite are you to other students?

polite to ☐

not polite to ☐

8 How annoyed are you by your mistakes?

annoyed by ☐

not annoyed by ☐

GRAMMAR STUDY

Read about the future with **will**.

Sentences

I / You answer the phone.
 He / She **will** open the door.
 We / They have a salad.

Questions

Will you answer phone?
 Will Reema open the door?
 Will Omar and Rakan have a salad?

Use

We use *will* for decisions, offers and asking for things politely:

Omar will train three times a week.

I'll get the shopping.

Will you turn on the TV, please?

Short forms

The short form of *will* is 'll, e.g. *I'll / We'll / Fred'll open the door.*

The short form of *will not* is *won't*, e.g. *I / We / Fred won't get the shopping.*

Negatives

I / You answer the phone.
 He / She **will not** open the door.
 We / They have a salad.

Short answers

Yes, I will. / No, I won't. / No, I will not.
 Yes, she will. / No, she won't. / No, she will not.
 Yes, they will. / No, they won't. / No, they will not.

3 Write sentences with **will** in your notebook.

- 1 open/door/you (I)
I'll open the door for you.
- 2 make/cup of tea/you (I)
- 3 eat/fruit and healthy food (Nina)
- 4 not play/football tomorrow (Rakan)
- 5 not have/lot/pizza or cakes (Reema)
- 6 help me/homework/please? (you)
- 7 take me/school/in/car/today? (dad)
- 8 Ibrahim/arrive home tonight? (When)



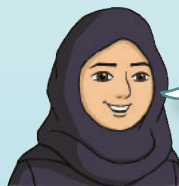
Pronunciation corner



Track 22

a) Read.

- 1 I'll eat_it.
- 2 She'll watch_it.
- 3 He'll help_us.
- 4 They'll meet_at_eight.



We say sounds together when we speak.

b) Listen and repeat.





LESSON 1 *August 24th in the year 79*

This is a picture and a story from the Book Club website.

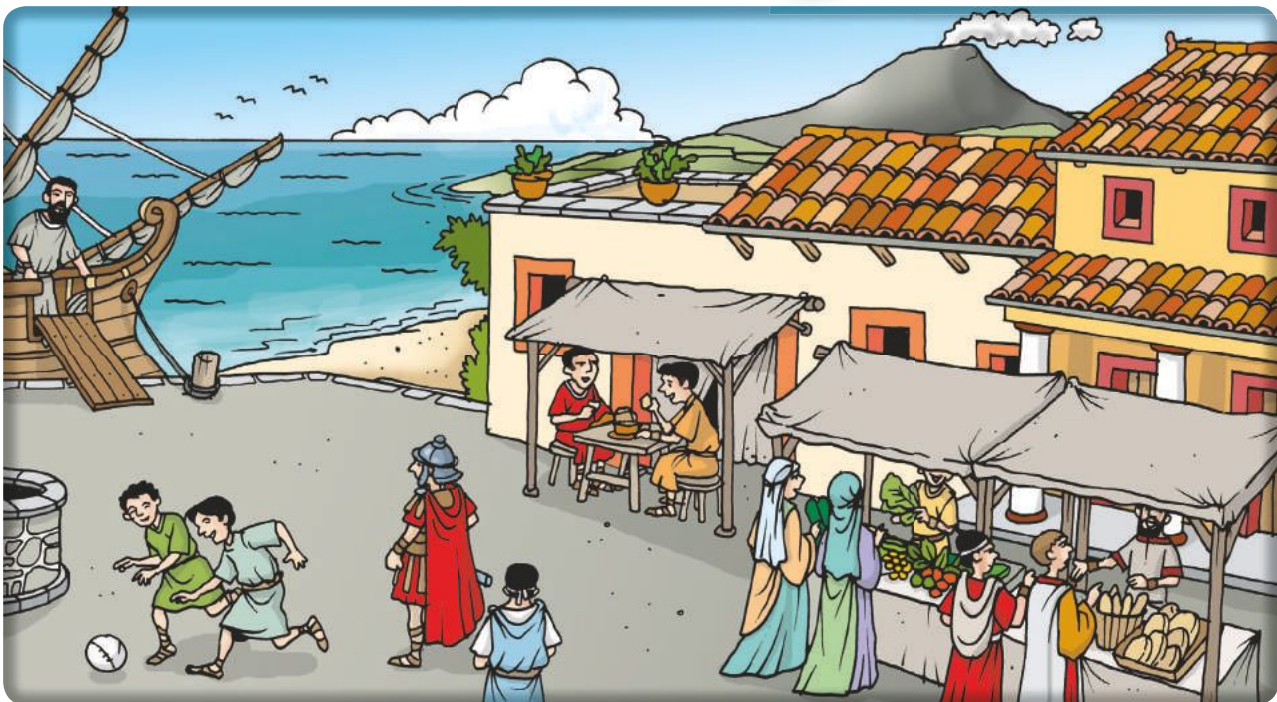


1 Look, say, listen and read. Tracks 23 and 24

a) Read the sentence about the picture and make sentences about these people in the picture.

- | | | | | | |
|---|----------|---|-------------|---|-----------|
| 1 | two boys | 2 | a fisherman | 3 | two women |
| 4 | a baker | 5 | two men | | |

There was smoke coming from the volcano.



b) Listen and check.

c) What did the people do when the volcano erupted? Match these sentences to the people in exercise 1a.

- | | | |
|---|---|-------------------------------------|
| a | When we saw the smoke, we asked for more cake. We were hungry. | <input type="checkbox"/> |
| b | When I saw the smoke from the volcano, I sailed out to sea. | <input type="checkbox"/> |
| c | When I saw the cloud in the sky I continued to sell my bread. | <input type="checkbox"/> |
| d | We were worried about the smoke so we started to walk home. | <input checked="" type="checkbox"/> |
| e | When we saw the smoke in the sky, we went home to be with our children. | <input type="checkbox"/> |

d) Listen and check.

2

LOOK!

There was smoke. (~~It was~~) coming from the volcano.
 There was smoke (coming from the volcano).

3

Say two sentences about each of the people in exercise 1a.

There were
two girls.

They were playing
with a ball in the
market.

4

Read, match and write.

a) Read and match the headings to paragraphs 1–5.

1 Gaius Pliny was a famous Roman writer. When he was 17, he saw the eruption of Mount Vesuvius, a volcano in Italy.

2 'I was in Campania on August 24th at my uncle's house. My uncle, a man of 60, got a letter. In it, a woman asked my uncle to help her husband. He was in a town near the volcano.'

3 'My uncle told his men to get his ship ready. He sailed to the man's town. When they arrived, they couldn't get onto land. My uncle shouted, "We can't help here. Sail to the house of my friend Pomponianus. We will help him."'



4 'The crewmen sailed my uncle's ship in the right direction and they found Pomponianus at his house. There were now flames rising from the volcano and ash and rocks were falling from the sky.'

5 'My uncle and his men went back to the ship but they couldn't leave because of the high waves. My uncle was very tired now and sat down on the beach. He suddenly died there.'

- a Finding his friend ☐
- b They could not leave the ship ☐
- c He wrote about the volcano ☐
- d They could not leave the land ☐
- e A man's wife asks for help ☐

b) Write the answers in your notebook.

- 1 Who was Gaius Pliny?
- 2 Why did the woman write to Pliny's uncle?
- 3 Where did Pliny's uncle live?
- 4 Why couldn't the ship leave the land?
- 5 Who was Pomponianus?
- 6 What was falling from the sky?



see Workbook pp114–115

Unit 4 • Lesson 1

31



LESSON 2 *A special visit to Saudi Arabia*

1 Read, listen and say. Track 25

a) Look at the picture.

Who is Mokhtar Bakar?

Hello, I am Khalid Bader and I work with *Sports Weekly*. This morning I spoke to a marathon runner, Mokhtar Bakar.



b) Listen. Number the questions in the correct order.

How far do you usually run? ☐

What other food do you eat? ☐

How much water do you drink? ☐

Can I ask you some questions? **1**

Are you in Saudi Arabia for a race? ☐

How many calories do you need a day? ☐



c) Listen and complete the information.

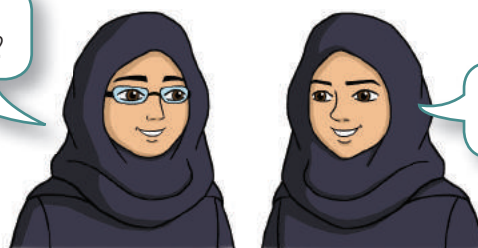
- 1 A marathon is _____ kilometres long.
- 2 Mokhtar usually runs _____ kilometres a day.
- 3 He trains for _____ hours a day.
- 4 He drinks _____ of water a day.
- 5 He eats about _____ calories a day.
- 6 Twenty-five per cent of Mokhtar's food is _____.
- 7 Mokhtar eats a lot of rice, pasta and _____.
- 8 He is in Saudi Arabia for _____.



d) Talk to your partner. Interview Mokhtar.

Can I ask you some questions?

Yes, of course.



2 Write sentences in your notebooks.**Use *not only ... but also*.**

- 1 Mokhtar / drink / water / sports drinks
- 2 Mokhtar / eat / pasta / fruit and rice
- 3 Mokhtar / run / marathons / half marathons
- 4 Mokhtar / speak / English / Arabic
- 5 Mokhtar / train / morning / afternoon
- 6 Mokhtar / run / races / Malaysia / Saudi Arabia

1 Mokhtar not only drinks
water but also sports drinks.

**3 Read, find and say.****a) Look at the e-mail. What is the information about?**

Dear Fred,

'Hajj' in English is 'pilgrimage'. The Hajj is a special journey for Muslims to the holy city of Makkah. It is a religious duty. Muslims in good health and with enough money must make this journey once in their lifetime. About three million pilgrims come to Saudi Arabia every year. Many pilgrims fly to Jeddah, then travel to Makkah by bus.

The Hajj is from the ninth to the thirteenth of Dhu Al-Hijjah, the twelfth month of the Muslim year. Pilgrims wear special white clothes for the Hajj – 'Ihram' in Arabic – and go to the holy places such as Al-Masjid Al-Haram, Mina, Arafat and Muzdalifa where they perform certain Islamic rituals.

Omar

**b) Read. Find the information in Omar's e-mail and underline it.**

- 1 The English meaning of 'Hajj'.
- 2 What the Hajj is.
- 3 Who should go on the Hajj.
- 4 How many people go on the Hajj.
- 5 How most pilgrims get to Makkah.
- 6 When the Hajj is.
- 7 What pilgrims wear.
- 8 A holy place in Makkah.



You asked about the Hajj. I'll send some information and pictures in an e-mail.

**c) Cover the e-mail. Speak about the Hajj to your partner.**

see Workbook pp116–117

Unit 4 • Lesson 2

33



LESSON 3 *Fred's essay*

1 Read, answer and say.

In the next ten years

by Fred Watson

The world's climate is changing. Some places are getting warmer, some colder, some wetter, some drier. In the next ten years scientists think climate change will cause serious problems such as droughts or floods.

Our lifestyles may cause these changes. We are using too much energy and driving too many cars. When we do these things, we produce carbon dioxide (CO₂). The Earth's heat cannot escape through CO₂.

In the next ten years I hope I'll be able to go to university and study science so I'll be able to understand climate change and help to stop it. I think we'll be able to invent new kinds of cars and produce electricity in new ways. I am sure we'll be able to stop producing too much CO₂.

This is my essay for The Bookworm Book Club writing competition.



a) Find and underline the verbs with **will be able to**. Say them to your partner.

b) Read and tick (✓). What is Fred's essay about?

- 1 Droughts and floods ☐
- 2 Climate change ☐
- 3 Carbon dioxide ☐

c) Are these sentences about Fred's essay true (T) or false (F)?

- | | | |
|--|----------------------------|----------------------------|
| 1 Climate change will start in ten years time. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 We are using too many cars. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 CO ₂ stops heat escaping from the Earth. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Fred is sure he'll go to university in ten years time. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Fred wants to help stop climate change. | T <input type="checkbox"/> | F <input type="checkbox"/> |



2 Say what you hope you will be able to do in ten years' time.

I hope, I'll be able to ...

I think I'll be able to ...

3 Read, listen and say. Track 26

a) Read and guess the missing words. 

Fred, I'll tell you more information about the Hajj.



In the past

The Hajj to Makkah could take ¹ years.

Pilgrims couldn't catch planes or ² _____ or drive.

The only way to travel: on foot, riding or by ³ _____.

Some pilgrims ⁴ _____ on the Hajj.



Now

Pilgrims can arrive safely and ⁵ _____ can travel

by sea, road or ⁶ _____ can stay in comfortable

⁷ _____ or hotels.

In the future

The number of pilgrims is ⁸ _____. The government is building Haramain

⁹ _____. Pilgrims will be able to go from ¹⁰ _____ to Makkah in 30

minutes.

b) Listen, check and complete.

c) Speak about travel for the Hajj. Use the notes in exercise 3a to help. 

Pronunciation corner

 Track 27

a) Write the words in the correct column.

replace flames eruption
enough information pilgrimage
Malaysia waves

one syllable

two syllables

three syllables

four syllables

_____	<u>replace</u>	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

b) Listen, repeat and check.

c) Put • on the words to show the stress in each word.

d) Add four words to complete the table correctly.



see Workbook pp118–119

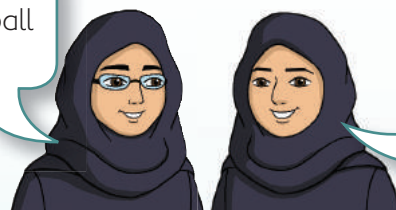
Unit 4 • Lesson 3

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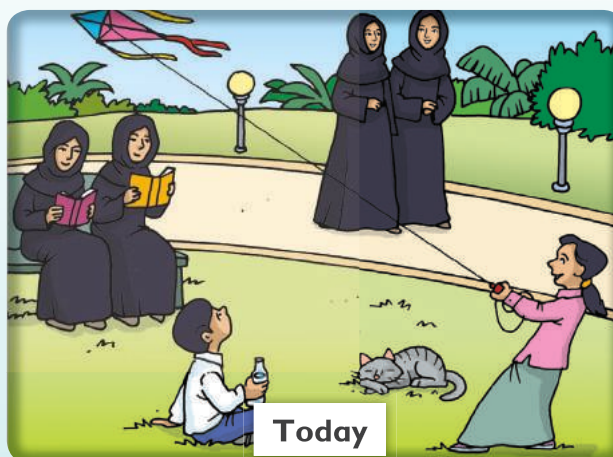
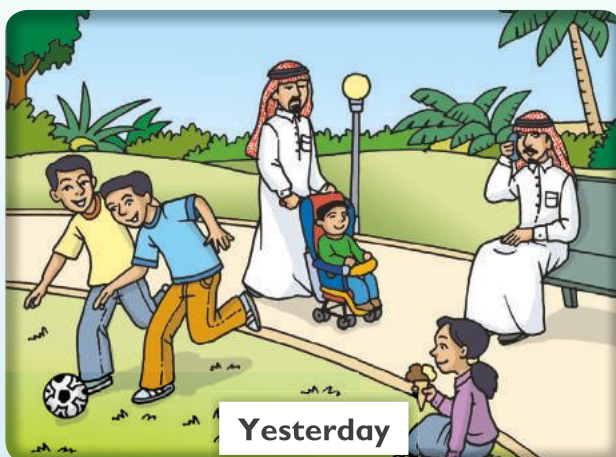
1 Say and write. 

a) Talk about the park yesterday and today.

There were two boys playing football yesterday.



There is a girl flying a kite today.



b) Write three sentences about each picture in your notebooks.

2 Listen and number.  Track 28

His name in English is Pliny the Younger.

He didn't like being a soldier.

He saw the eruption of Vesuvius.

He started to write about Roman life.

He went to live with his uncle.

Gaius Plinius was a famous writer.

When he was eight, his father died.

☐
☐
☐
☐
☐
☒
☐

1 There were two boys playing football yesterday.

3 Make sentences about pilgrims with *not only ... but also*. 

1 pilgrims / visit Makkah / Madinah

3 travel by air / by land and sea

5 come for Hajj / for Umrah

2 stay in tents / in hotels

4 speak Arabic / other languages

6 come from Saudi Arabia / many other countries

GRAMMAR STUDY

Complete the information about **can**. Use these words.

be able can centuries
could now soon

Past

For ¹centuries pilgrims ²_____ only travel slowly.

Present

Pilgrims ³_____ fly to Jeddah
⁴_____.

Future

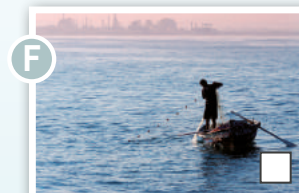
Pilgrims will ⁵_____ to travel to Makkah by train ⁶_____.

4 Complete the sentences with the correct form of **can**.

- I can speak both Arabic and French.
- I am sure I _____ finish the essay next week. I have enough time.
- When I was six, I _____ ride a bike, but I can now.
- I _____ hear you. Please speak more loudly.
- Sorry, I _____ see you next Tuesday. I'm very busy.
- Ten years ago I _____ run a marathon in two and a half hours.

5 Match and number

- | | | |
|---------|---------|-------------|
| 1 tent | 2 pasta | 3 fisherman |
| 4 smoke | 5 race | 6 flame |



6 Read, listen and say. Track 29

a) Read and listen to the poem.

Yesterday morning the sun was shining.
The sun was shining when I looked around.
Yesterday morning people looked happy.
People looked happy when I came to town.
Yesterday lunchtime I ate with my friends.
I ate with my friends under a tree.
Yesterday lunchtime children were playing.
Children were playing when I sailed to sea.
Yesterday evening the volcano erupted.
Flames started rising. Ash started falling.
Yesterday evening, children were running.
Fathers were shouting. Mothers were calling.
Today in the morning I can't see the town.
No-one is running. No-one is walking.
Today in the morning, everything's quiet.
No-one is shouting. No-one is talking.

b) Listen and repeat.



LESSON 1 *Omar's scholarship trip*

1 Look, say, read and listen. Track 30

a) Look at the picture.

What is Omar holding?

Where do you think he is going?

b) Read the conversation. Number the questions in the correct order.

- | | | | | | |
|---|------------------------------------|--------------------------|---|---|---------------------------------------|
| a | What day is the 14 th ? | <input type="checkbox"/> | e | Shall I ask Jack and Charlie to come with me? | <input type="checkbox"/> |
| b | Shall I meet you at the airport? | <input type="checkbox"/> | f | Are you ready for your trip to Oxford? | <input checked="" type="checkbox"/> 1 |
| c | What date are you flying? | <input type="checkbox"/> | g | Shall I phone the International School? | <input type="checkbox"/> |
| d | Do you have your plane ticket? | <input type="checkbox"/> | h | When are you coming? | <input type="checkbox"/> |



Fred: (1)

Omar: *I'm nearly ready.*

Fred: (2) *I can say that you are coming.*

Omar: *That's kind of you Fred, but my dad e-mailed the school last week.*

Fred: *OK. (3)*

Omar: *In two months' time in April.*

Fred: *In April? (4)*

Omar: *Yes, here it is. Look.*

Fred: *Fantastic! (5)*

Omar: *On the 14th. The plane arrives at 3:30 in the afternoon.*

Fred: (6)

Omar: *It's Saturday.*

Fred: *You're arriving on Saturday? Good! I don't have school then. (7)*

Omar: *Yes please. That's a great idea.*

Fred: (8) *Then we'll all be able to help your luggage.*

Omar: *Yes, but don't worry about my luggage. I'm staying for a month. I won't have ten cases. Only one or two.*

c) Listen again and check.

2

LOOK!

at + time



at 3:30

Also: at night

in + month or year

March, April, May

in April

Also: in the afternoon

on + day or date

Saturday, Sunday,
Monday

on Saturday

on 14th April

3 Match, listen and say. Track 31

a) Match the sentences to the pictures. Write the number in the box.

- | | |
|--|---|
| 1 Shall I turn the TV off? | 2 Shall I ask the vet to come, Mum? |
| 3 Shall I phone a mechanic, Dad? | 4 Shall I go and buy some from the butcher's? |
| 5 Shall I turn on the air conditioning, Mum? | 6 Shall I get a pizza from The Pizza House? |



The cat doesn't look well.



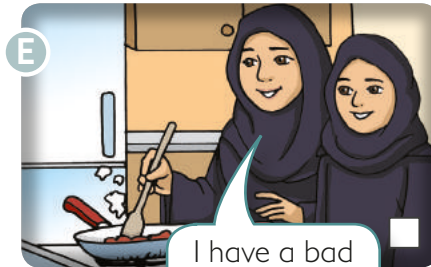
Mum is out. She's visiting her sister.



Oh, we don't have any beef.



Something is wrong with the engine.



I have a bad headache.



I'm trying to do my homework, Rakan.

b) Listen and check.

c) Now say the conversations for each picture. 

4 Say and write.

a) Say sentences with *Shall I ... ?* 

b) Write the sentences in your notebook.

Reema's neighbour isn't feeling well. Reema wants to help her.



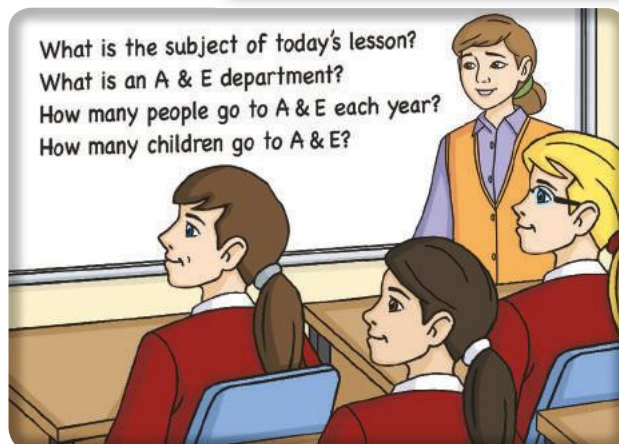


LESSON 2 *Stay safe, stay well*

1 Look, listen and answer. Track 32

a) Look at the pictures.
Who and what can you see?

b) Listen. Write the answers to Miss Jennings' questions.



2 Read, match, ask and answer.

a) Match the titles to the paragraphs.
Write the correct number in each box.

- | | |
|--------------------------------|---------------------------------------|
| Dangers from water | <input type="checkbox"/> |
| Dangers from unhealthy food | <input type="checkbox"/> |
| Dangers from accidents at home | <input type="checkbox"/> |
| Dangers on our roads | <input type="checkbox"/> |
| Dangers on our bikes | <input type="checkbox"/> |
| Dangers from fires | <input checked="" type="checkbox"/> 1 |

Stay safe, stay well

- 1 The greatest danger to children at home is fire – 50,000 children under the age of 14 go to A & E because of serious burns.
- 2 Helmets are important because they reduce head injuries to children when **they** cycle. Almost 80% of children under the age of 15 do not wear **them**.
- 3 Falling causes accidents. Each year in Britain about 35,000 children fall down stairs or fall over toys, washing or shopping on the floor. Sharp knives can also be a danger to children when they play with **them**.
- 4 Each year about 200 children in Britain die in road accidents. More than 5,000 children are injured when **they** cross the street.
- 5 Parents should not leave a child under the age of four alone swimming, by the sea or in a bath. A child under the age of four can drown very quickly in only 3 cm of water.
- 6 Figures show that 33% of British children are overweight and need to eat a healthy diet. They eat too many sweets and other foods with a lot of fat in **them**. One British child in ten children doesn't eat any fruit.

b) Who or what do the words in bold in the article refer to?

- | | |
|--------------------------------------|----------------------------|
| 1 they (paragraph 2) <u>children</u> | 2 them (paragraph 2) _____ |
| 3 them (paragraph 3) _____ | 4 they (paragraph 4) _____ |
| 5 them (paragraph 6) _____ | |


3 Complete this safety advice to children and parents. Use *always* or *never*.

- | | |
|--|--|
| 1 <u>Never</u> play with flames or fire. | 2 _____ play with knives. |
| 3 _____ cross the road at traffic lights. | 4 _____ leave babies alone near water. |
| 5 _____ wear a helmet when on a bike. | 6 _____ be careful going down stairs. |
| 7 _____ eat fruit or vegetables every day. | 8 _____ wear a seat belt in the car. |

4 Say and write.
a) Look at the pictures. Make sentences.


play / knives / cut



play / scissors / cut



play / fire or flames / burn



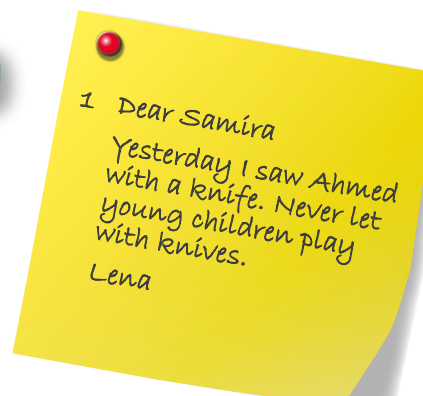
cycle / without a helmet / injure



leave / toys / floor / fall and hurt



climb / wall / fall and injure


b) Write warning notes in your notebooks.


see Workbook pp122–123

Unit 5 • Lesson 2

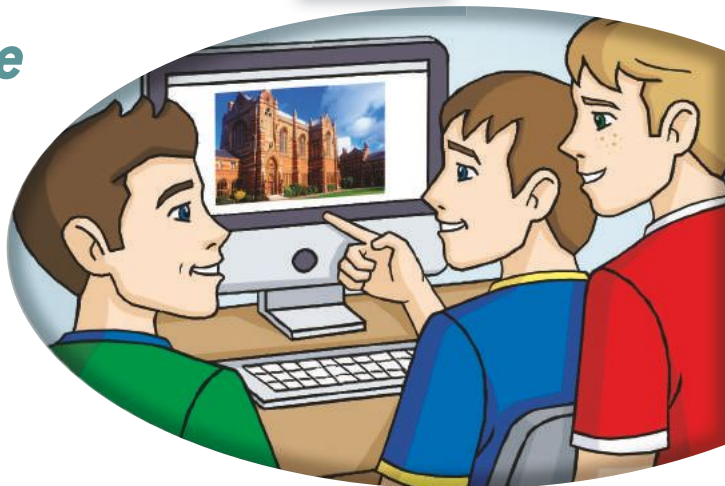
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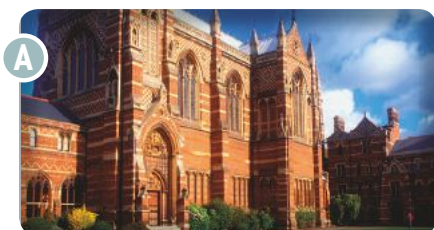
LESSON 3 *Things to do and see*

1 Look, answer and check. Track 33

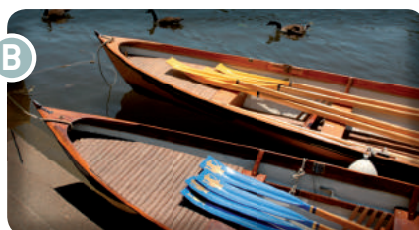
- a) Look at the pictures. Who and what can you see? What do you think they are talking about? Why?
- b) Listen and check. Were you correct?



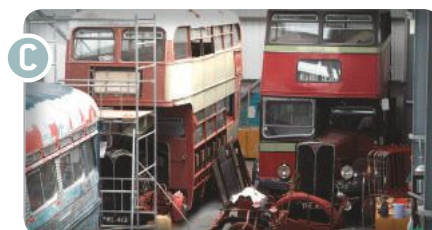
2 Listen and number the pictures. Track 34



Colleges of the University ☐



A boat trip on the Thames ☒ 1



The Bus Museum ☐



Oxford Ice Rink ☐



Ashmolean Museum ☐



Cotswold Wildlife Park ☐

3 **LOOK!**

Suggestions

Let's have some tea.

Shall we have some tea?

We could have some tea.

What about having some tea?

How about having some tea?

Why don't we have some tea?



4 Talk about the photos in exercise 2 to a partner. Use the suggestions in the Look! Box.

We could go for a boat trip.

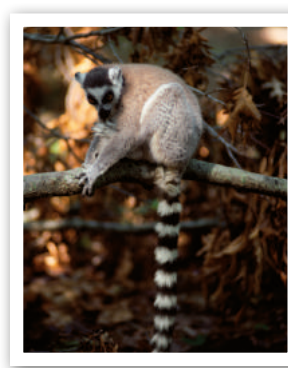
Yes, Omar will enjoy going on a boat trip.



5 Read, complete, ask and write.**a) Read and complete the review. Use the words in the box.**weather animals **near** with didn't can café brother west

Hello. My name's Emily Edwards. This is my review of the Cotswold Wildlife Park. The park is ¹ near the village of Burford, about 20km ² _____ of Oxford where we live.

I went to the wildlife park in January ³ _____ my mum and my dad and my seven-year-old ⁴ _____. It rained in the morning but the ⁵ _____ was sunny in the afternoon.



There are 250 different kinds of animals to see in the wildlife park. Visitors ⁶ _____ walk around or ride a train. There are places for picnics. There's a ⁷ _____ and a restaurant and playground for younger children.

I enjoyed my visit. My favourite ⁸ _____ were the lemurs. I also liked the beautiful trees and plants. I ⁹ _____ like the snakes or the crocodiles.

**b) Ask and answer questions about the review.**

- | | |
|---------------------------------------|---|
| 1 Which place did you visit? | 2 Where is that place? |
| 3 When did you go? | 4 Who did you go with? |
| 5 What was the weather like? | 6 What is there for visitors to do and see? |
| 7 What did you enjoy about the visit? | 8 What did you dislike? |

c) Write a review in your notebook. Write about a place you visited. Use the questions in exercise 5b to help you.**Pronunciation corner****a) Listen and repeat the sentences.**

What does it mean?
It isn't easy to speak Arabic.



We often join the last sounds of one word to the next word with a vowel (a, e, i, o, u).

b) Read the sentences. Draw the lines to show where the sounds join.

- | | |
|-------------------------------|--|
| 1 Look at that oryx! | 2 Shall we eat an apple? |
| 3 Let's go outside to eat. | 4 Which date is it on? |
| 5 What time are you arriving? | 6 We could switch on the air conditioning. |

c) Listen, repeat and check.

see Workbook pp124–125

Unit 5 • Lesson 3

43



1 Read, listen and say. Track 36

a) Read the poem. What it about?

Tick (✓) the best answer.

- 1 Skating at the rink. ☐
- 2 Eating meat. ☐
- 3 A walk in the park. ☐
- 4 No new ideas. ☐

b) Read and listen to the poem.

c) Listen and repeat.

Boy: Dad, I'm bored. What can we do?
Dad: We could see the animals at the zoo.
Boy: We went last month. I went with you.
Dad: Shall we go for a long walk in the park?
Boy: We went last week. We stayed till dark.
Dad: How about ice skating at the rink?
Boy: Skating is great but it's hard, I think.
Dad: Let's go to the café for rice or meat.
Boy: I'm not hungry, Dad. I don't want to eat.
Dad: I am sorry. I've no idea.
Boy: But Dad, I can't stay all day here.
Dad: Where can we go? What can we do?
Boy: We could see the animals at the zoo.

2 Complete these suggestions. Write one word in each space.

- 1 What about going for a walk in the park?
- 2 _____ go swimming in the sea.
- 3 _____ we have a game of tennis tomorrow?
- 4 How about _____ to the café to get a pizza?
- 5 We _____ visit my brother on Monday afternoon.
- 6 Why _____ we meet in the Shopping Centre after school?
- 7 What _____ going on a boat trip at the weekend?
- 8 What _____ we do after we finish our homework?

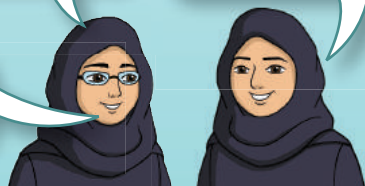
3 Say and write.

Talk to a partner. Make suggestions.

What shall we do on Monday?

Why don't we go to the library?

No, let's go shopping.



GRAMMAR STUDY

Complete with words from the box.

at down for in in in front of on over through

Time	Place	Movement
I was born ¹ <u>in</u> 2002.	See you ² _____ the plane.	Go ³ _____ the bridge.
She stayed ⁴ _____ an hour.	Meet me ⁵ _____ the cafe.	Drive ⁶ _____ the town centre.
Lunch was ⁷ _____ 12.30.	I live ⁸ _____ Jeddah.	Walk ⁹ _____ the mountain.

4 Complete the sentences with the correct reflexive pronoun.

- Don't touch that sharp knife. You might cut yourself.
- Rakan wasn't at school yesterday. He hurt _____ in a football match.
- Ranya was at the supermarket so Reema made _____ some tea.
- Omar looked at _____ in the mirror to make sure he was tidy.
- Be careful! The baby is near the fire. She might burn _____.
- Your hands are dirty. Go and wash _____ before you eat.
- Mum, you don't need to put our clothes on, thanks. We can do it _____.
- The cars and buses were very loud. Yasser and Omar couldn't hear _____ speak.



5 Match and number.

- | | |
|------------|-------------------|
| 1 helmet | 2 butcher |
| 3 luggage | 4 water |
| 5 mechanic | 6 skating |
| 7 ice | 8 air-conditioner |



Section 1

GRAMMAR: 10 MARKS

1 Choose.

Underline the correct word.

At school, (someone / no one / anyone) moved my bag and I couldn't find it!

- 1 (How / What / Who) old is your brother, Ahmed?
- 2 (Will / Do / Are) you open the window, please?
- 3 I (can / could / able) play the piano when I was only eight years old.
- 4 (Do / Will / Shall) I help you with your homework this evening?
- 5 I'm meeting Omar (at / on / over) the café tomorrow.
- 6 Is a cheetah (fast / faster / fastest) than a lion?
- 7 I was surprised when Ahmed arrived (by / with / on) foot instead of by car.
- 8 Did you get (something / anything / nothing) for dinner from the supermarket?
- 9 Will people ever be (can / could / able) to live on Mars?
- 10 Make sure you are home for lunch (at / on / in) three o'clock, please.

Section 2

VOCABULARY: 10 MARKS

2 Complete the text.
Use these words:

annoyed catch cycle
generous helmet journey
luggage scooter speed
town worried

Let me tell you about a journey that nearly went wrong. Last weekend, I decided to visit my friend, Khalid, who lives in a ¹ _____ near me. I decided to ² _____ the train, which was leaving at 11am. I didn't have any ³ _____ because I wasn't planning to stay there overnight. I got on my bike and started to ⁴ _____ to the train station, which is ten minutes from my house. After five minutes, I hit something in the road and fell off my bike! I was OK, but my bike was damaged. I was so ⁵ _____ at myself for having an accident!

I was ⁶ _____ that I was going to miss the train. Just then, a young man drove past me on a ⁷ _____. He was travelling at high ⁸ _____, but he stopped and came back when he saw me sitting in the road. He offered to take me to the station, which was really ⁹ _____! He gave me a ¹⁰ _____ to put on my head and I got on the back of the scooter. We made it, thanks to my new friend!



Section 3

LISTENING: 8 MARKS

3 Listen and complete the notes about the Ashmolean Museum.  Track 37

The Ashmolean Museum

- It is in the centre of Oxford
- The museum has many ¹ _____ from the last 300 years.
- Elias Ashmole started collecting them in the seventeenth ² _____.
- The modern museum opened in ³ _____.
- It has a ⁴ _____ for Eastern Art.
- You can see Chinese pictures and ⁵ _____ paintings.
- The museum often has special ⁶ _____.
- These show interesting Islamic ⁷ _____ from many years ago.
- The museum is closed on ⁸ _____.



Section 4

SPEAKING 1: 6 MARKS

4 Talk about the pictures.

Hippos are taller than lions.



height	1.5 metres
weight	1500-1800 kilos
speed	30 km/hr



height	5-6 metres
weight	1200 kilos
speed	60 km/hr



height	1.2 metres
weight	190 kilos
speed	80 km/hr



Section 5

READING: 6 MARKS

5 Read the texts and tick (✓) the best answer, A, B or C.

I'm Bushra. I think health and fitness are very important, and I try to look after myself. For example, I make sure that I drink two litres of water a day and eat at least two pieces of fruit. I try not to eat too much but I don't count calories. I like sweets, but I'm always careful to brush my teeth after having them. I don't do any sports, and I think that's where I need to improve. Perhaps I will join a team and do something with my friends. That way, you can get fit and have fun at the same time!

A



B



Hi, I'm Laila. I don't think about my health very much, but I don't have any health problems. I exercise about half an hour a day, usually doing sport with my sister. She's very healthy and watches what she eats very carefully. She always knows exactly how many calories there are in everything! I eat lots of fruit and salads, although I never look at how many calories there are or anything like that. One area I know I should try to improve is in the amount of sleeping I get every night. I have so much to do that I never get enough sleep!

C

Hello. I'm Faten. My mum always tells me that it's healthy to go to bed early and get up early. That means I get a good night's sleep, even when I'm busy. I try to eat early in the evening but I don't have a very good diet. I dislike vegetables and I don't really like apples or bananas. I usually know how many calories I'm eating, and I know I need about 2,000 calories a day. I often go over that! I'm not very active and I want to do more. The problem is that I have so much schoolwork!



Who is careful to drink enough water?

- ☒ A Bushra
☐ B Laila
☐ C Faten

1 What does Bushra want to do more of?

- ☐ A get exercise
☐ B drink water
☐ C eat fruit

2 Who gets enough sleep?

- ☐ A Bushra
☐ B Laila
☐ C Faten

3 Who counts the calories in what they eat?

- ☐ A Bushra
☐ B Laila
☐ C Faten

4 Who has a relative with a healthy diet?

- ☐ A Bushra
☐ B Laila
☐ C Faten

5 Why doesn't Faten get enough exercise?

- ☐ A She goes to bed too early.
☐ B She doesn't have enough time.
☐ C She doesn't like doing it.

6 Who got some good advice from a family member?

- ☐ A Bushra
☐ B Laila
☐ C Faten

Section 6

WRITING: 10 MARKS

6 Read part of an e-mail from a friend in England and write a reply.

Start the e-mail. Greet your friend and ask how he/she is. Answer his/her questions.

Finish the e-mail.

Subject: School project

I have to write about a tradition in another country. Can you tell me about the Hajj? What is it and who goes on it? What do people do on the Hajj? How will it change in the future?
 Thanks!

To:

Subject:

Message:





LESSON 1 *We're looking forward to Omar's visit*

1 Say, listen, check and write. Track 38

- a) Look at the picture and the questions.
Guess the answers.

- Who is phoning Penny?
- How does Omar feel about his visit to Oxford?
- Can you find halal food in Oxford?
- Can Omar walk to the International School from Penny's house?



b) Listen and answer the questions.

c) Listen and complete these sentences.

- When Omar comes here, we'll _____.
- When Omar stays with us, he'll _____.
- When Omar goes to school he'll _____.

2 Say, listen, answer and write. Track 39

- a) Ranya asked Omar to do some things on his journey. What did she say to him?
Look at the pictures. Make sentences.



When you check in, show your ticket and passport.



check in / show /
ticket / passport ☐



get on / plane /
turn off / mobile ☐



fly to London / sleep /
plane ☐



arrive in London /
phone me ☐

- b) Listen. Did Omar remember Ranya's instructions? Tick (✓) for 'yes'. Mark (X) for 'no'.

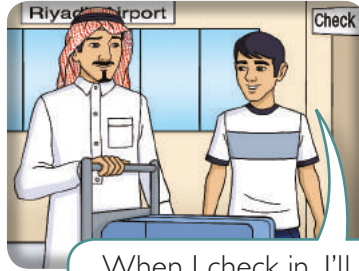
- c) Write sentences about each picture in your notebook.

1 When Omar checked in, he showed his ticket and passport.

3

LOOK!**Instruction**

When you check in, show your passport.

Future

When I check in, I'll show my passport.

Past

When I checked in, I showed my passport.

4

Read, order and say.**a) Read. Number these instructions in the correct order.**

- a Put your luggage in the locker. Turn off phones and computers. ☐
- b Leave the plane at the end of the flight. Take your luggage. ☐
- c Find your seat. Put your luggage in the locker. ☐
- d Leave the bus. Go to the plane. ☒
- e Sit in your seat. Fasten your seat belt. ☐
- f Get on the plane. Look for your seat. ☐

b) Join the instructions with *then*.

Put your luggage in the locker then turn off your mobile phone.

**c) Change the instructions to the future.**

I'll put my luggage in the locker then I'll turn off my phone.

**FLIGHT****Did you know ...?**

- Insects, birds and bats can fly.
- The Montgolfier brothers made the first flight in a balloon in 1783.
- The balloon rose to 25m in height.
- The Wright brothers made the first flight in a plane 1903.
- The plane flew at about 10m in height for about 50m in length.



5

Say and read.

- 1 How many different groups of animals can fly?
- 2 Who made the first balloon flight?
- 3 When was this flight?
- 4 Who made the first plane flight?
- 5 When was this flight?

Read and check your answer.

see Workbook pp126–127



LESSON 2 *This week's project*

1 Say, read, ask and answer. 🧑🧑

- a) Look at the picture and read Nina's e-mail. What's was Nina's lesson about?



Sorry Reema, 😞

Today's e-mail is short. We are very busy. Omar arrived yesterday and I have a lot of homework today.

Nina

PS I'm sending you an interesting article from my class today. 😊

b) Ask and answer questions. 🧑🧑

- | | |
|-----------------------------------|--|
| 1 Nina apologised to Reema. (why) | 2 Nina wrote a short e-mail. (why) |
| 3 Omar arrived in Oxford. (when) | 4 Nina sent something to Reema. (what) |

2 Read, answer and say.

- a) Find sentences with *more* and *fewer* and underline them.

- b) Are these sentences about the article and graph true (T) or false (F)?

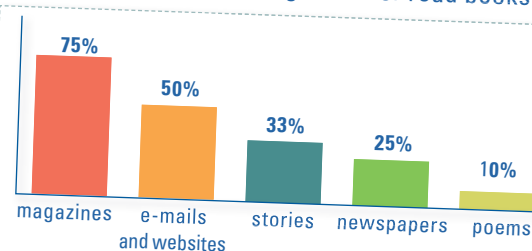
- | | | |
|--|----------------------------|----------------------------|
| 1 The Bookworm Book Club studied reading habits. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Most British children enjoy reading. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 More younger children read than older children. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Half of the children in the study go to libraries. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Some boys never read books. | T <input type="checkbox"/> | F <input type="checkbox"/> |


Children's reading habits in Britain

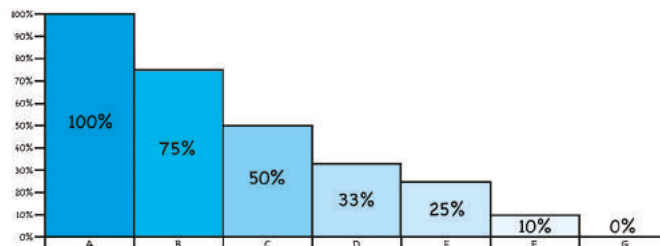


Last year The Bookworm Book Club asked 18,000 British children about their reading habits at home. All the children were between the ages of 8 and 16 and three quarters of them were members of The Bookworm Book Club.


Half of the children in the study enjoy reading but a tenth do not. Fewer older children read than younger children. A third of the children in the study read every day and a quarter read 10 books or more each month. A fifth of the children never go to a bookshop and about 10 percent never go to libraries. More boys than girls never read books.



- c) Listen and repeat.  Track 40
- d) Find words in the passage to match the percentages and write them in the correct place.




all 1 three quarters 2 _____ 3 _____ 4 _____ 5 _____ nothing

- e) Look at the graph on page 48. Compare the reading habits of the children. Make sentences with *more / most* and *fewer / fewest*. 

3 Answer, count and write.

- a) Tick (✓) what you read at home.

stories	<input type="checkbox"/>	e-mails	<input type="checkbox"/>
school book	<input type="checkbox"/>	comics	<input type="checkbox"/>
websites	<input type="checkbox"/>	magazines	<input type="checkbox"/>
poems	<input type="checkbox"/>	newspapers	<input type="checkbox"/>

- b) With your teacher, count the answers for what students in your class read at home.
- c) Write sentences for each kind of reading.
- d) Compare the reading habits of the children in your class. Say six sentences with *more / most* and *fewer / fewest*. 

More children
read stories than
newspapers.

Fewest children
read poems.

1 Ten students in our class
read stories.

2 _____ in our class
read e-mails.

Pronunciation corner



- a) Write the words in the correct column.

percentages	abroad	quarter
graphs	magazine	competition
terminal	more	

Syllables			
one	two	three	four
_____	_____	_____	percentages
_____	_____	_____	_____

- b) Listen, repeat and check.
- c) Put a • on the words to show the stress in each word.



see Workbook pp128–129

Unit 6 • Lesson 2

53

LESSON 3 *At the International School*

1 Look, say, listen and answer. Track 42

a) Look at the first picture.

- Who can you see?
- Where are they?
- What do you think they are talking about?

b) Listen and check. Were you correct?

c) Which questions did Fred ask?
Listen and tick (✓) his questions.

- | | | | |
|----------------------------------|--------------------------|-------------------------------|--------------------------|
| 1 What's the time? | <input type="checkbox"/> | 2 How are you? | <input type="checkbox"/> |
| 3 How was the journey to school? | <input type="checkbox"/> | 4 How was your first day? | <input type="checkbox"/> |
| 5 What was the weather like? | <input type="checkbox"/> | 6 What were the lessons like? | <input type="checkbox"/> |



d) Now ask and answer Fred's questions to Omar.



2 Read, ask and answer.

- Did Omar miss the bus?
- What went wrong?
- Why did Omar fall asleep?
- How did Omar get to school?
- How late was Omar?

Fred: Why were you late? What happened?

Omar: I got on the bus and bought a ticket. It was crowded but I found a seat.

Fred: So what went wrong?

Omar: I'm still quite tired from my flight and I fell asleep. I went past the school.

Fred: Omar!

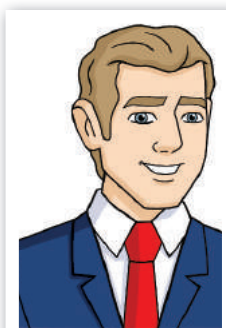
Omar: When I woke up, I got off the bus and phoned a taxi. It took me to the school. I was 20 minutes late for my class but my teacher wasn't angry.

3 Listen, answer and say. Track 43

a) Which words did Omar use about Mr. Harris? Listen and tick (✓)
Omar's words.

b) Ask and answer.

- What does Mr. Harris look like?
- What is Mr. Harris like?



- | | | |
|--------------------------------------|-----------------------------------|--------------------------------|
| boring <input type="checkbox"/> | calm <input type="checkbox"/> | dark <input type="checkbox"/> |
| fair <input type="checkbox"/> | friendly <input type="checkbox"/> | funny <input type="checkbox"/> |
| helpful <input type="checkbox"/> | kind <input type="checkbox"/> | |
| interesting <input type="checkbox"/> | old <input type="checkbox"/> | quiet <input type="checkbox"/> |
| polite <input type="checkbox"/> | straight <input type="checkbox"/> | tall <input type="checkbox"/> |
| thin <input type="checkbox"/> | young <input type="checkbox"/> | short <input type="checkbox"/> |

4 Read, write and say.

a) Write the words from the box in the correct column.

clean fine generous ~~heavy~~ ill noisy overweight well worried

appearance	character	health
1 <u>heavy</u>	2 _____	3 _____
4 _____	5 _____	6 _____
7 _____	8 _____	9 _____

b) Look at the words in exercise 3a. Do they go with *appearance* or *character*?

Boring goes with character.

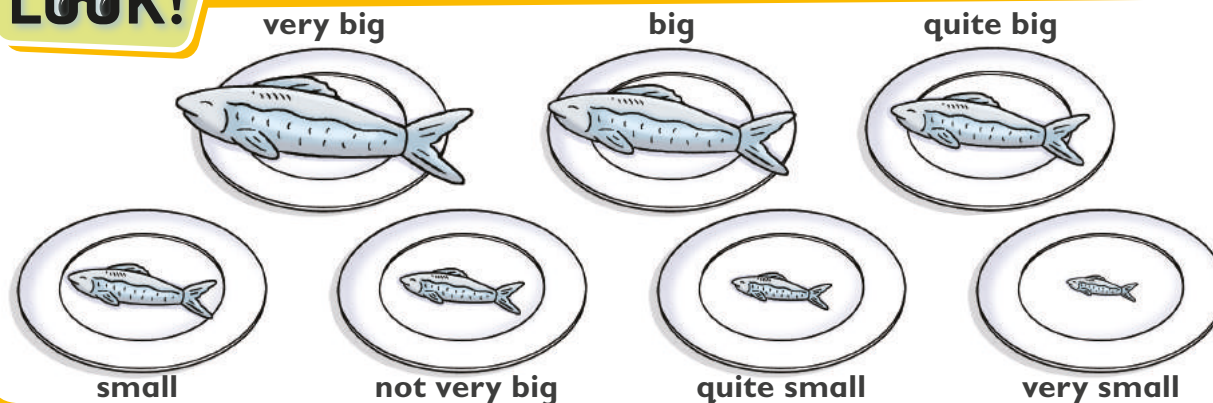
Dark goes with appearance.

5 Ask and answer.

- | | |
|------------------------------------|---|
| 1 How are you today? | 2 How were you yesterday? |
| 3 What's the weather like today? | 4 What's your classroom like? |
| 5 What does your father look like? | 6 How was your journey to school today? |

6

LOOK!



7 Write a description of your room at home. Use the questions to help you.

- Where in your home is your room?
- What's your room at home like?
- What size is it? Is it big or small?
- What colour is it?
- What does it have in it?
- What do you think of it? What do you like about it?
- Do you dislike anything about your room? What?

My room at home
My room at home is ...



see Workbook pp130–131

Unit 6 • Lesson 3

55



Look at some instructions about my journey to the International School. Then look at a project about travel.

1 Read and write.

a) Match the correct parts of the sentences.

- | | | |
|------------------------------------|--------------------------|--------------------------------|
| 1 When you leave the house, | <input type="checkbox"/> | a sit down and be comfortable. |
| 2 When you arrive at the bus stop, | <input type="checkbox"/> | b wait for the bus. |
| 3 When the bus comes, | <input type="checkbox"/> | c get off and go to class. |
| 4 When you find a seat, | <input type="checkbox"/> | d get on and buy a ticket. |
| 5 When you arrive at the school, | <input type="checkbox"/> | e walk to the bus stop. |



b) Write the instructions as sentences in the future.

1 When I leave the house, I'll walk to the bus stop.

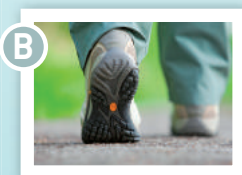


2 Read and say.

a) Read and complete the missing information.

Travel to and from our school

We asked students in our class how they travel to school. A third of the class (eight students) come by car. A quarter of the class (six students) catch a bus. Five students cycle to school and three students take a train. Only two students go to school on foot. We made a graph to show the information.



six students

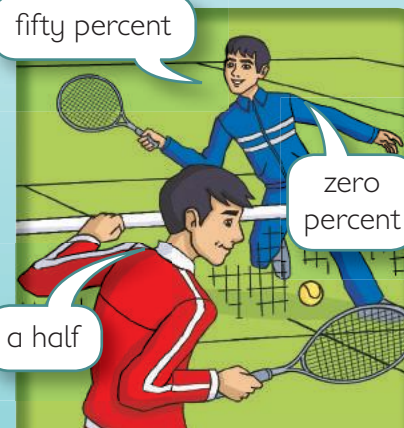
b) Say sentences with *more / most* and *fewer / fewest*.

Fewer students cycle to school than catch a bus.

fifty percent

zero percent

a half



3 Play tennis with percentages and quantities.

GRAMMAR STUDY

Read about with these questions with *how* and *what*.

Description

When we ask someone to describe something, we can use questions with *how* and *what* ... E.g. *How was the trip? What was the trip like?*

Appearance

When we ask about appearance, we often use this question: *What does the new student look like?*

Character

We often use *what* ... *like?* to ask for a description of someone's character: *What's your new teacher like?*

Health

We use *how* to ask questions about people's health: *How's your father? Is he OK?*

4 Match the questions 1–6 to the answers a–f.

- 1 How was your flight to Riyadh? ☐
- 2 What was your geography lesson like? ☐
- 3 What was the weather like when you were on holiday? ☐
- 4 How was your meal at the restaurant? ☐
- 5 How was your sister when you saw her yesterday? ☐
- 6 What does your brother look like? ☐

- a It was good. We had a little rain but most of the time it was sunny.
- b He's thin, quite tall and has short straight hair.
- c She's getting better. She will probably leave hospital on Sunday.
- d It was interesting. We learned about the about the city of Taif.
- e Not very good. The plane was very crowded.
- f The food was delicious but it was quite expensive.

5 Listen, say, read and check. Track 44

a) Listen and repeat.

- | | | | |
|--------------|------------|------------|----------------|
| 1 a) school | b) look | c) put | d) instruction |
| 2 a) her | b) percent | c) zero | d) teacher |
| 3 a) comic | b) worried | c) home | d) locker |
| 4 a) nervous | b) third | c) fire | d) overweight |
| 5 a) danger | b) after | c) graph | d) terminal |
| 6 a) abroad | b) boat | c) quarter | d) hard |

b) Underline words with a similar middle vowel sound.

c) Listen and check.





LESSON 1 *Fred's project*

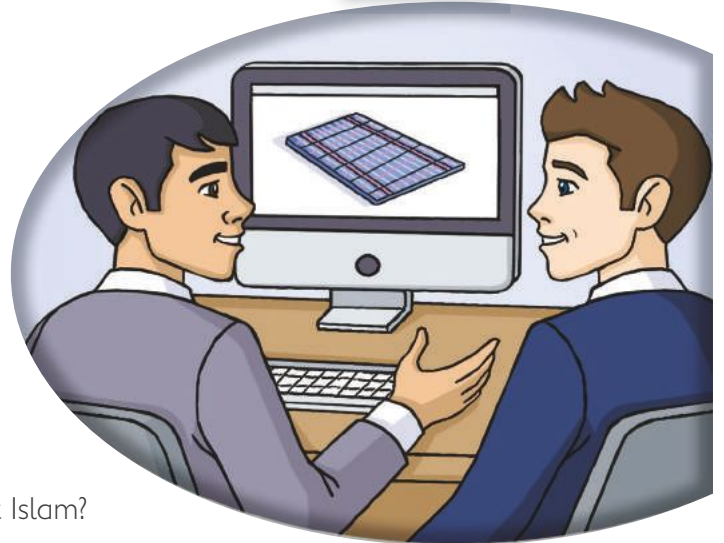
1 Say, listen, ask and answer. Track 45

a) Look at the picture. Who can you see? What do you think they are talking about?

b) Listen and check.

c) Listen again. Ask and answer.

- 1 Why does Fred have to find information about Islam?
- 2 When does Fred have to start his project?
- 3 Where did Fred find the pictures?
- 4 What picture are Fred and Omar looking at?



2 Look, listen and say. Track 46

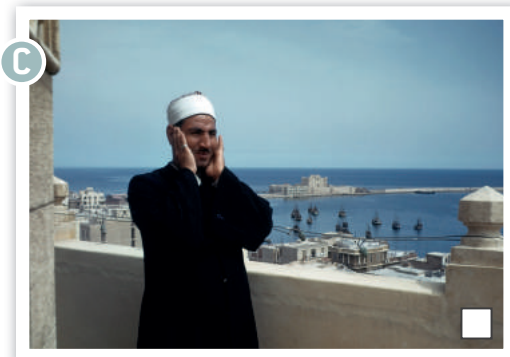
a) Look. What is happening in each picture?



These people are taking off their shoes.



These people are praying in the direction of Al Qiblah.



The muezzin is calling people to prayers.



This man is washing himself.

b) Listen and number the pictures in the correct order.

c) Listen again. Say sentences about each picture. 

In picture C, the muezzin is calling people to prayers.

The muezzin always calls people to prayers five times each day.

We have to pray five times each day.

3

LOOK!

You *have to* start your project this evening.

Fred *has to* do a project on Islam.

He *has to* start his project this evening.

have to and *has to*

4 Read and add the missing sentences.

In Islam there are five pillars (*Arkan Al-Islam*) of religious faith. To be a Muslim the first religious duty is the *shahada*, the profession of Islamic faith. ¹ d The second duty of Muslims is *salat* or in English, *prayer*. ² ____ The third duty of Muslims is *zakat* or *giving alms*. ³ ____ The fourth duty is *sawm* or *fasting*. ⁴ ____ The final religious duty of Muslims is the Hajj. ⁵ ____

- a Muslims have to pray five times a day.
- b Muslims have to fast in the holy month of Ramadan.
- c Muslims have to try to make a pilgrimage to Makkah.
- d Muslims have to say the profession of faith.
- e Muslims have to give money to help poor people.

5 Copy and complete these sentences in your notebooks.

- 1 In the morning, I have to get up at ...
- 2 At school, I have to ...
- 3 At school, I also have to ...
- 4 Before I go to bed, I have to ...
- 5 At night, I have to go to bed at ...



see Workbook pp132–133

Unit 7 • Lesson 1

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LESSON 2 *The exhibition*

1 Listen, complete and say. Track 47

a) Listen and complete the table.

Omar's health	1 <u>fine</u>
went to	2 _____ Museum
when	3 last _____
saw	an ⁵ _____ exhibition
enjoyed	chests and ⁶ _____
took	lots of ⁷ _____
has had camera	⁸ for a _____



b) Ask and answer. Use these words in your questions.

- | | |
|---------------|-------------------------|
| 1 how | 2 where / go |
| 3 when / go | 4 who / go / with |
| 5 what / see | 6 what / enjoy most |
| 7 what / take | 8 how long / have / had |

How's Omar?

He's fine.

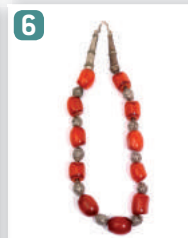
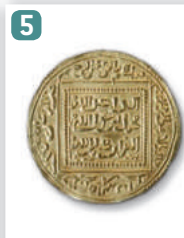
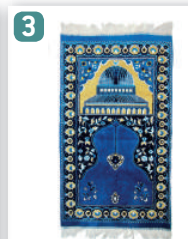
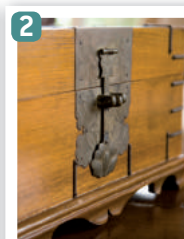
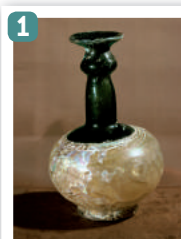
2 Read, complete and say.

a) Complete the descriptions.

coin glass prayer mat
old traditional wooden

- An ancient Egyptian glass bottle.
- An expensive Arab _____ chest.
- A beautiful Islamic wool _____.
- An _____ Saudi metal sword.
- A valuable Hejazi gold _____.
- A _____ silver necklace.

The Art of Saudi Arabia and the Middle East



b) Ask and answer questions about the pictures. 

c) Cover the writing. Describe each object.

3 Write and say.

a) Complete the missing words.

England	1 <u>English</u>
2 _____	German
Italy	3 _____
4 _____	French

What's the object in the picture 1?

What is it made of?

It's a bottle.

It's made of glass.

b) Ask and answer. 

What can you see in picture 1?

It's a French woolen jumper. Nina has had it for a month.

1



jumper
French
woolen
a month



2



webcam
German
plastic
a year



3



teapot
English
silver
10 years



4



table
Italian
metal
3 months



Pronunciation corner



Track 48

a) Listen and underline the correct form of the words on the audio.

1 A: (I'd / I would) like to see the necklaces.

B: (I'd / I would), too.

2 A: What (time's / time is) the exhibition?

B: (It's / It is) at ten thirty.

3 A: (It's / It is) time to go. Are you ready?

B: Yes, (I'm / I am).

4 A: (It's / It is) not very warm in here, is it?

B: Yes, (it's / it is. It's / It is) very warm.

5 A: (Is / 's) Reema at the museum?

B: No she (isn't / is not).

6 A: (I've / I) have silver coins at home.

B (So've / So have I).

b) Listen and check.

c) Listen and repeat.



see Workbook pp134–135

Unit 7 • Lesson 2

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Unit 7

Finding out about things

Lesson Link



www.ien.edu.sa

LESSON 3 *Fahad's invitation*



1 Read, complete and say.

- Look at the picture. Who can you see? What can you remember about him?
- Read the e-mail and complete the missing information.

Dear Fred,
Do you remember me? My name is Fahad Walid. We met last year when I visited Oxford. I'm Omar's cousin. I am studying English in Bournemouth before I do my MA in agriculture at university. I would like to invite you and Omar to Bournemouth one day next week in half term. I'll e-mail your mother to ask her permission if you would like to come.
Best wishes,
Fahad Walid
PS The country here is very nice so we can go for a long walk when you come.

c) Say sentences about Fahad.

Fahad Walid is 22 years old.

Name: ¹ Fahad Walid
Age: 22 years old
Lives in: ² _____
At the moment: studying ³ _____
Next week: seeing Omar and ⁴ _____
going to go ⁵ _____
Next year: wants to do ⁶ _____

2 Listen and complete. Track 49

MAY	Week from:	9 th May–15 th May	
	WHEN?	WHO?	WHAT?/WHERE?
	Monday 10 th	Fred	¹ <u>play football for the school</u>
	Tuesday 11 th	² _____	go shopping at the shopping centre
	Wednesday 12 th	³ _____	go bowling
	Thursday 13 th	Fred	⁴ _____
	Friday 14 th	⁵ _____	do homework and projects

3 Read, answer, match and say.

a) Read and tick (✓) the best title for the text.

- | | |
|---|---|
| 1 Safe walking in the hills. <input type="checkbox"/> | 2 Food and drinks are important. <input type="checkbox"/> |
| 3 Take a mobile phone. <input type="checkbox"/> | 4 Safety rules. <input type="checkbox"/> |

Before you leave, always plan your route. Take a map and don't forget a torch. At night or in bad weather you will need a torch to see the map. It is also important to check the weather forecast before you leave, because the weather in the hills can change very quickly.

When you walk in the hills, you must take the right equipment. You should carry waterproof clothes with you. You also need strong shoes or boots. Food and drinks are important and in cold weather it is a good idea to take a hot drink. You can carry this in a backpack with your warm clothes.

Before you leave, tell someone where you are going and when you will be back. Finally, when you go for your walk in the hills, take a mobile phone. Don't forget to check the battery.



b) Read and match the correct meaning of these words from the text.

- | | |
|---|---|
| 1 a route <input checked="" type="checkbox"/> | a say what may happen in future, e.g. about the weather |
| 2 a hill <input type="checkbox"/> | b a strong heavy shoe |
| 3 a torch <input type="checkbox"/> | c the direction or way from one place to another |
| 4 a forecast <input type="checkbox"/> | d a kind of light; you can carry it in your hand |
| 5 a backpack <input type="checkbox"/> | e high ground; small mountain |
| 6 a boot <input type="checkbox"/> | f a kind of bag; you carry it on your back |

c) Talk to your partner about walking in the hills. Use *have to* in your sentences.

You have to plan your route.

4 Write an invitation.

- Who is the invitation for?
- What are you inviting the person for?
- Where and when is the event?



Dear ...

Would you like ...



see Workbook pp136–137

Unit 7 • Lesson 3

63



1 Say sentences.

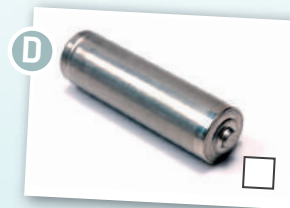
2 Match and number.

- | | |
|------------|--------------|
| 1 battery | 2 sword |
| 3 necklace | 4 backpack |
| 5 hill | 6 prayer mat |
| 7 torch | 8 boots |

Do you remember the pillars of Islam?

Muslims have to pray five times a day.

What other things do Muslims have to do?



3 Write sentences in your notebooks.

- 1 Fatimah / kitchen floor (*clean*)
- 2 Yasser / plants / garden (*water*)
- 3 Omar / Rakan / homework (*finish*)
- 4 Ranya / dinner / for her family (*cook*)
- 5 Rakan / Yasser / basketball / school (*play*)
- 6 Reema / information / Internet / for / project (*find*)

1 Fatimah has to clean the kitchen floor.

4 Read and play.

- a) Choose ten words from lessons 1–3. Write them on a piece of paper.
- b) Ask your friend to spell the words.

Spell 'praying', please.

P-R-A-Y-I-N-G

Yes, correct.

GRAMMAR STUDY

Present perfect simple of *be* and *have*

Complete the sentences. Use the words in the box.

been ever for had have haven't long months Yes

Have you ¹ ever been to Kuwait?Have you ever ² _____ a banana ice-cream?No I ³ _____. Never.⁴ _____, I have. It was great.How ⁵ _____ have you ⁶ _____ here?How long ⁷ _____ you had your camera?I've been here ⁸ _____ an hour?I've had it for six ⁹ _____.

5 Write sentences in your notebooks.

1 They are Japanese plastic pens.

1 pens / plastic / japanese

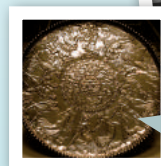
2 arab / window / wooden



3 rulers / french / metal



4 glass / egyptian / head



5 german / plate / silver

6 Read, listen and check. Track 50

a) Read and underline the word with a different sound.

- | | | | |
|-----------------|------------------|------------------|------------|
| 1 a) alms | b) <u>mat</u> | c) forecast | d) fast |
| 2 a) colour | b) teapot | c) <u>object</u> | d) sock |
| 3 a) metal | b) Japanese | c) pillar | d) battery |
| 4 a) waterproof | b) route | c) wooden | d) boot |
| 5 a) teapot | b) <u>object</u> | c) colour | d) stop |
| 6 a) prayer | b) face | c) faith | d) pray |

b) Listen and check.

c) Now read and say the words.



LESSON 1 *Start cooking!*

Lesson Link



www.iem.edu.sa

Would you like a recipe from Saudi Arabia?



1 Say, listen, ask and answer. Track 51

a) Look at the picture.

What are Reema and Nina talking about?
Who is helping Nina?
What is she cooking?

b) Listen and check.

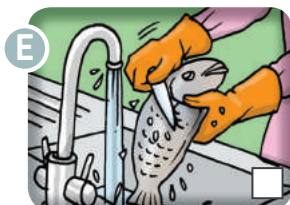
c) Listen, ask and answer.

- 1 Why does Nina need a recipe?
- 2 What things does Nina need for the recipe?
- 3 Which food does Reema forget?

2 Read, complete, match and say.

a) Read the instructions. Complete them with *a*, *an* or *the*.

b) Read and number each picture with the correct instruction.



c) Talk to your partner. Cover the writing and say how to make fish kabsa.

Fish kabsa



- 1 Fish kabsa is ¹ a delicious meal. To start, clean a large fish, peel and cut ² an onion, tomatoes and garlic. Then measure the olive oil, tomato paste and spices.
- 2 Heat ³ the oil in ⁴ a metal pot, add the onions and cook them until they are brown. Then add ⁵ the garlic, tomatoes, tomato paste, salt, pepper and spices.
- 3 Add ⁶ the fish and cook it in the sauce for five minutes, then pour very hot water onto the fish, turn down ⁷ the heat and cook for 50 minutes.
- 4 Carefully take the fish out of ⁸ the tomato sauce and put it in ⁹ a oven dish. Put the dish in ¹⁰ the oven and keep it hot.
- 5 When ¹¹ the fish is in the oven, wash some rice then add it to the tomato sauce. Turn down the heat and cook for ten minutes or until ¹² the rice is nearly dry.
- 6 Put the rice on ¹³ a big plate with the fish on top of it. Enjoy this delicious meal with ¹⁴ a green salad.

3 Listen to the conversations. Track 52

a) Who are the people talking about? What are they talking about?

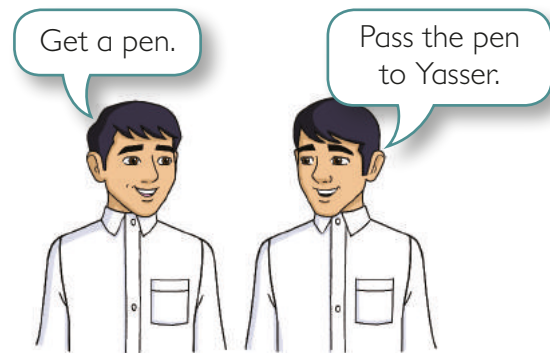
Sentence	About who?	About what?
a I can lend <u>you</u> <u>it</u> .	1 <u>Nina</u>	2 _____
b Pass <u>her</u> <u>it</u> .	3 _____	4 _____
c Make <u>me</u> <u>one</u> , as well.	5 _____	6 _____
d Shall I take <u>her</u> <u>them</u> ?	7 _____	8 _____
e Let's send <u>them</u> to <u>him</u> by e-mail.	9 _____	10 _____

b) Say the complete sentences.

I can lend a pen to Nina.

4 Say the complete instructions.

- get / pen – pass / pen / Yasser
- buy / tomato – take / tomato / kitchen
- peel / orange – give / orange / Lucy
- find / plate – put / plate / table
- take / photo – show / photo / Rakan
- write / e-mail – send / e-mail / Reema



5 Write instructions in your notebooks.

1 For this recipe/sport, you need ...

Write what you need to make a recipe or play a sport.

Write four more instructions for the recipe or sport.

6 Use *want to* or *would like to*.



Would you like an ice cream?

Yes please!



see Workbook pp138–139

Unit 8 • Lesson 1

67

LESSON 2 *How often do you clean your teeth?*1 Look, say, listen and answer.  Track 53a) Look at the picture. What is wrong with Charlie? 

Why can't Charlie's mother understand him?

Where do you think he is going?

b) Listen and check.

c) Listen, ask and answer. 

1 How often / Charlie's mother / tell Charlie / about his teeth?

2 How often / Charlie / forget / to brush / teeth?

3 How often / will Charlie / brush / teeth / in future?



2 Read, answer and write.

a) Read what these young people are saying.

Tick (✓) good habits. Cross (X) bad habits

I regularly exercise and do a lot of sports.



I talk a lot and I'm never quiet for long.



I like studying and always work hard at school.



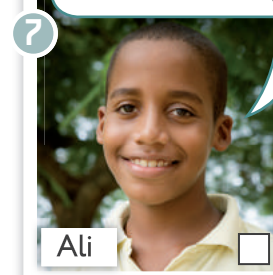
I frequently argue with my sister about the housework.



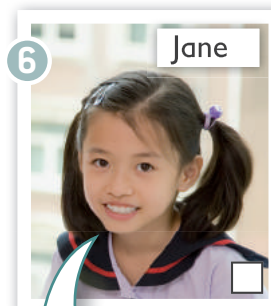
I rarely watch TV for more than 45 minutes each night.



I often forget to clean my teeth before I go to bed.



I regularly have salads and fruit. I rarely eat sweets.



- b) What do you think?
Write five more sentences in your notebook about the habits in exercise 2a.

1 I think studying and working hard is a good habit.
2 I think going to bed late isn't a very good habit.



3 Read, say and write.

- a) Read and complete the questionnaire. Tick (✓) for your answer.

Questions	Every day	Once a week	Rarely or never
1 How often are you lazy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 How often are you generous?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 How often do you go to bed late?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 How often do you walk to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 How often do you help your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 How often do you eat sweets and cakes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 How often do you forget to clean your teeth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 How often do you help with the housework?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 How often do you read stories or books at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 How often do you watch TV for two or more hours a day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b) Ask and answer.
- c) Change partners. Speak about your first partner. Use the answers from exercise 3b.

How often are you lazy?

I am rarely lazy.

Pronunciation corner



- a) Listen and underline the stressed words in the sentences.

- | | |
|---------------------------------|-------------------------------|
| 1 <u>Pass</u> the <u>milk</u> . | 2 I'll show you how. |
| 3 It's time to stop. | 4 Don't move. |
| 5 What's your brother's name? | 6 Give her some cake, please. |
| 7 Can you pass him the juice? | 8 I can't see the match now. |

- b) Listen and check.

- c) Listen and repeat.



see Workbook pp140–141

Unit 8 • Lesson 2

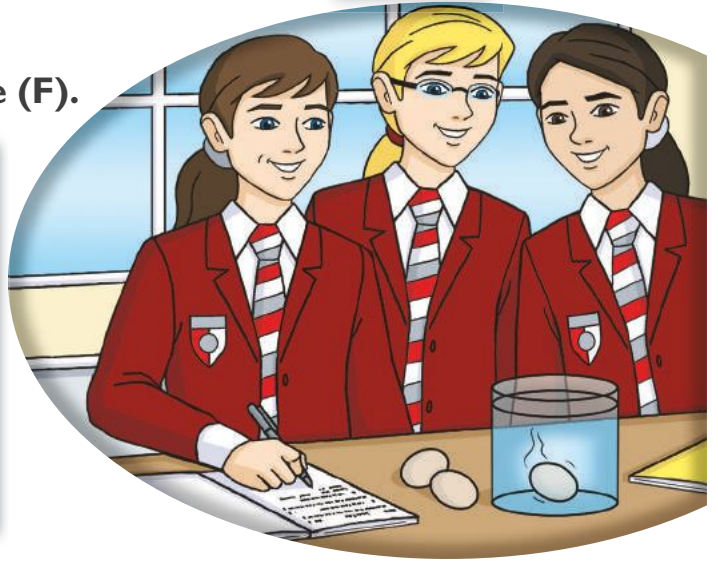
69



LESSON 3 *What do you know about water?*

1 Read the e-mail. Tick (✓) true (T) or false (F).

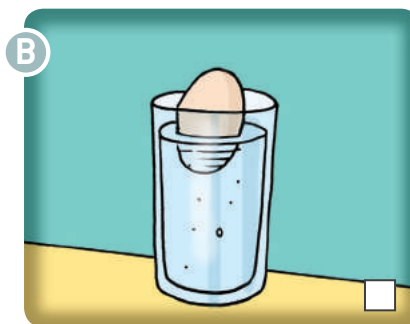
Hi Reema,
We did two experiments in yesterday's science class. Fresh eggs sink and old eggs float because they have air in them. When eggs get older, they take in air and go bad. They produce a gas and they float. We can tell if they are bad without breaking them.
Nina



- | | | |
|--|----------------------------|----------------------------|
| 1 Nina is writing about her science class. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 If eggs are fresh, they float. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 If eggs are fresh, they have a bad smell. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 You have to break an egg to know if it is bad. | T <input type="checkbox"/> | F <input type="checkbox"/> |

2 Listen, number, say and write. Track 55

a) An egg sinks if you put it into tap water. But what happens if you add salt to the water?



b) Talk to a partner. Say how to do the experiment. 

c) Complete the text with the phrases in the box.

... if the water is dense ... objects can float ... so if you put an egg ...
... comes to the water ... because the water ... ~~than tap water~~

Salt water is denser ¹than tap water. If water is dense, ²_____ more easily in it. We know fresh eggs usually sink, ³_____ into the glass, it sinks through the tap water. But when the egg ⁴_____ with salt in it, it stops. It stops ⁵_____ is dense and ⁶_____, the egg can float in it.

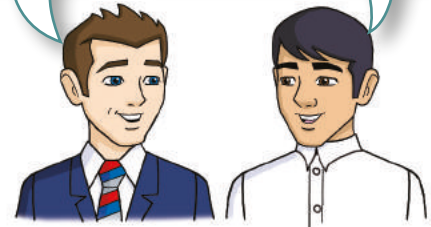
d) Listen and check.

3 Ask and answer.

- 1 ice / put / water / float
- 2 heat / water / 100 degrees / boil
- 3 mix / oil / water / oil / float / on / water
- 4 some kinds / metal / get / wet / turn brown
- 5 heat / water / at a height / 2000m / boil / at / 90 degrees
- 6 freeze / seawater / change / ice / at 4 degrees under zero

What happens if you put ice in water?

If you put ice in water, the ice floats.

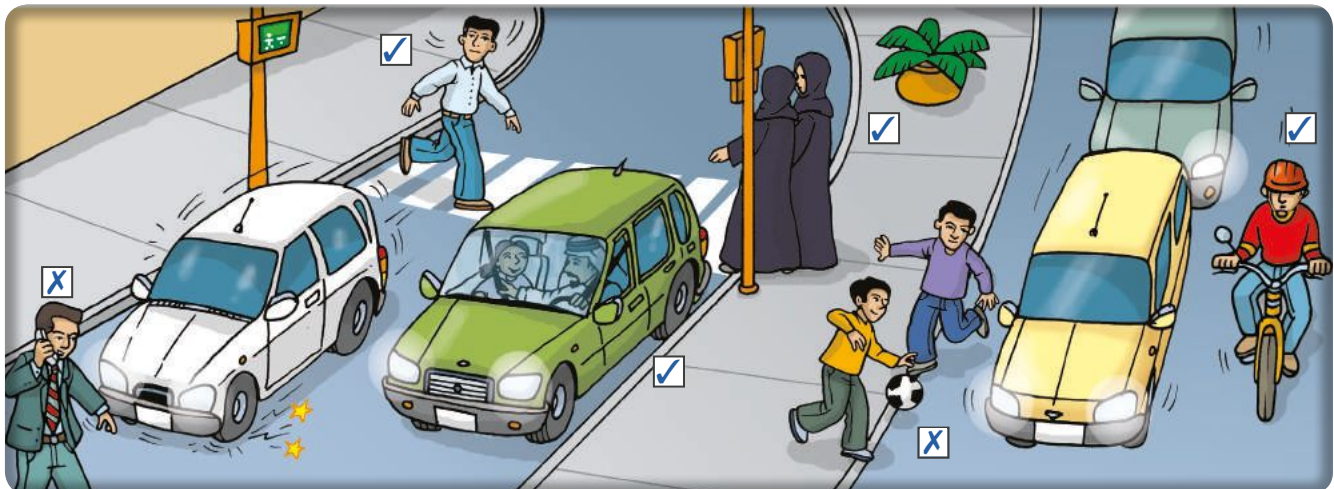


4 Look at the picture. Write six safety rules in your notebook.

- 1 when / football / never / street (*play / play*)
- 2 if / bike / always / helmet (*ride / wear*)
- 3 never / mobile phone / when / street (*use / cross*)
- 4 always / a seat belt / when / by car (*wear / travel*)
- 5 when / road / always / right / then left / then right (*cross / look*)
- 6 if / there / traffic lights / always / them / to cross / road (*be / use*)

Safety rules

1 When you play football, never play in the street.



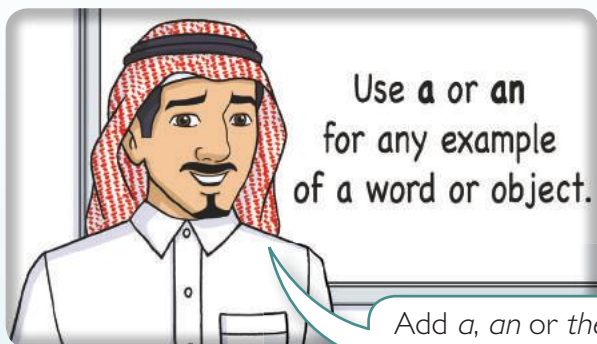
see Workbook pp142–143

Unit 8 • Lesson 3

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1 Copy and complete this recipe.



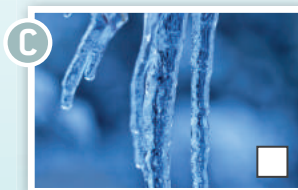
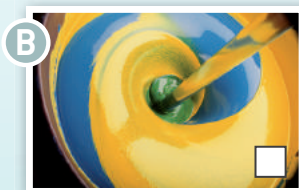
Add *a*, *an* or *the* to the sentences.

Recipe

Here is ¹ a nice fish recipe. You need ² _____ big fish (1kg), spinach (500gm), ³ _____ onion, a cup of rice, 50ml of water, olive oil and spices. First, cut ⁴ _____ fish and the onion into pieces and wash ⁵ _____ spinach. Next, heat oil in ⁶ _____ pan and then cook ⁷ _____ onion. After ⁸ _____ few minutes, add ⁹ _____ fish, water and spinach and cook them for ¹⁰ _____ hour.



2 Match and number.



- | | |
|----------|-----------|
| 1 add | 2 boil |
| 3 brush | 4 float |
| 5 freeze | 6 measure |
| 7 mix | 8 sink |



3 Say and read.

- What kind of cooking is Al-Mandi cooking?
- What kind of cooking is Al-Mathbi cooking?

Read and check your answer.

ARABIAN COOKING

Did you know ...?

- Saudi Arabia has many traditional ways of cooking meat. One is 'Al-Mandi'. Cook lamb or chicken, spices, rice and water in a hole in the ground with wood or coals until the meat is ready.
- 'Al-Mathbi' is another way of cooking meat. Grill pieces of meat on flat stones with wood or hot coals under them.

GRAMMAR STUDY

Read about zero conditional sentences.

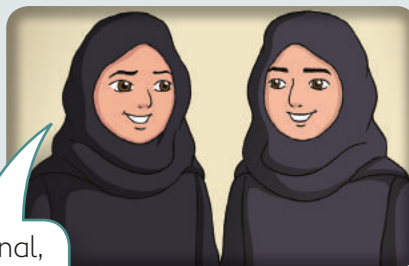
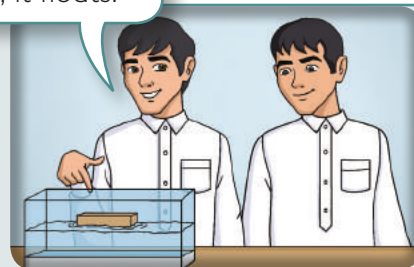
Use

We use zero conditional sentences for information about science or for two pieces of true information.

Grammar

Zero conditional sentences have two verbs. The verb after *when* or *if* is usually present. The second verb is present or imperative.

If you put wood in water, it floats.



When you see Manal, ask her to phone me.

4 Match.

- | | |
|--------------------------------------|--------------------------|
| 1 Try this recipe from Saudi Arabia | <input type="checkbox"/> |
| 2 If you invite friends to dinner, | <input type="checkbox"/> |
| 3 Don't use a lot of oil | <input type="checkbox"/> |
| 4 If you don't have fresh tomatoes, | <input type="checkbox"/> |
| 5 When you add water to the rice, | <input type="checkbox"/> |
| 6 Put the fish on a large flat plate | <input type="checkbox"/> |

- | | |
|---|--|
| a | when you cook the onions. |
| b | when it is ready. |
| c | don't forget to add more salt, too. |
| d | if you want to cook a new dish. |
| e | this is a delicious dish to give them. |
| f | you can use tomato paste. |

5 Read, listen and say.  Track 56

a) Read and listen to the poem.

Boy: I'm hungry, Mum. Can we eat?
I'd really like to have a sweet.

Mum: No.

Boy: I'm hungry, Mum.

Mum: Right, I'll start to cook.
Sit in here and read your book.

Boy: I'm hungry, Mum!

Mum: We'll eat at eight.
Read your book and learn to wait.

Boy: I'm hungry, Mum! Please can we eat?

Mum: It's ready now. There's rice and meat.
If you eat the meal, there are sweets to come.

Boy: If I eat that meal, I won't want them, Mum.

b) Listen and repeat.

LESSON 1 *The walk with Fahad part 1*

1 Say, read and answer.

a) Look at the picture.

What do you think Jack and Fred are talking about?
What do you think Jack has to remember?

b) Read and check.

Jack: Fred, I'll be in Bournemouth when you and Omar visit Fahad **there**.

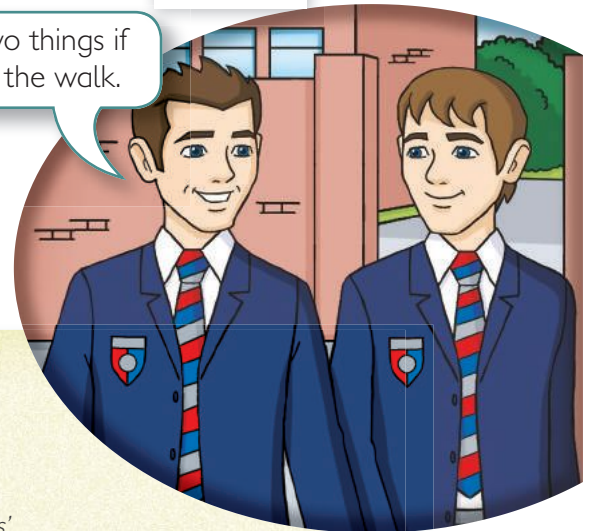
Fred: And you want to do the walk with **us**?

Jack: Yes, that's right. **It** sounds fun.

Fred: And I have to ask Fahad and Omar – but I'm sure **they**'ll say 'yes'.

Jack: Great!

Fred: But remember two things if you come on the walk. Bring the right equipment and arrive on time.



c) Who, where or what do the words in bold refer to?

1 I Jack

2 there _____

3 you _____

4 us _____

5 it _____

6 they _____



2 Listen, answer and say. Track 57

a) Tick (✓) the correct sentences.



1 Jack arrived on time. ☐

2 Fred doesn't have his mobile. ☐

3 Omar has the map. ☐

4 Jack has an extra jacket. ☐

5 Jack's shoes are strong. ☐

6 Jack doesn't have a backpack. ☐



b) Correct the false sentences.

3

LOOK!

We have to check to the forecast before we leave.



Your shoes are strong. You don't have to wear boots.

4

Complete, check and say. Track 57

a) Complete the sentences. Use *because*, *in case* or *to*.

- 1 We don't have to take our mobiles because Fred and Omar have theirs.
- 2 You have to have a map and compass _____ know which direction to take.
- 3 We have to take a waterproof jacket _____ it rains.
- 4 You have to check the forecast _____ the weather can change quickly.
- 5 You have to wear boots _____ protect your feet.
- 6 Jack doesn't have to wear boots _____ his shoes are strong.
- 7 You have to carry something to drink _____ you are thirsty.
- 8 Jack has to take his backpack _____ carry his equipment.

b) Listen to Track 57 again and check your answers.

c) Talk to your partner. Use the sentences from exercise 4a and *why* / *why not*.

We don't have to take our mobiles.

Why not?

Because Fred and Omar have theirs.

5

Say and write.

a) Talk to your partner. Choose role A or B and follow the steps below.

- A: Suggest an activity and a time to a friend.
 B: Refuse. Say why.
 A: Accept the refusal. Suggest another time.
 B: Accept the new time.

b) Write a conversation in your notebooks.

A Let's go shopping on Thursday.

B Sorry. I can't. I have to go to the dentist.

A We don't have to go on Thursday. We could go on Friday.

B Friday? Yes, I can go on Friday.



see Workbook pp144–145

Unit 9 • Lesson 1

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LESSON 2 *My favourite book*

Lesson Link



www.ien.edu.sa

1 Listen, ask and answer. Track 58

a) Listen and answer.

- 1 What did Reema hear first?
- 2 How did the phone call end?

b) Listen again, ask and answer.

- 1 Reema wants to speak to someone. (*who*)
- 2 Nina told Reema about the trip. (*when*)
- 3 Reema saw something on a website. (*what*)
- 4 Reema will phone again. (*when*)

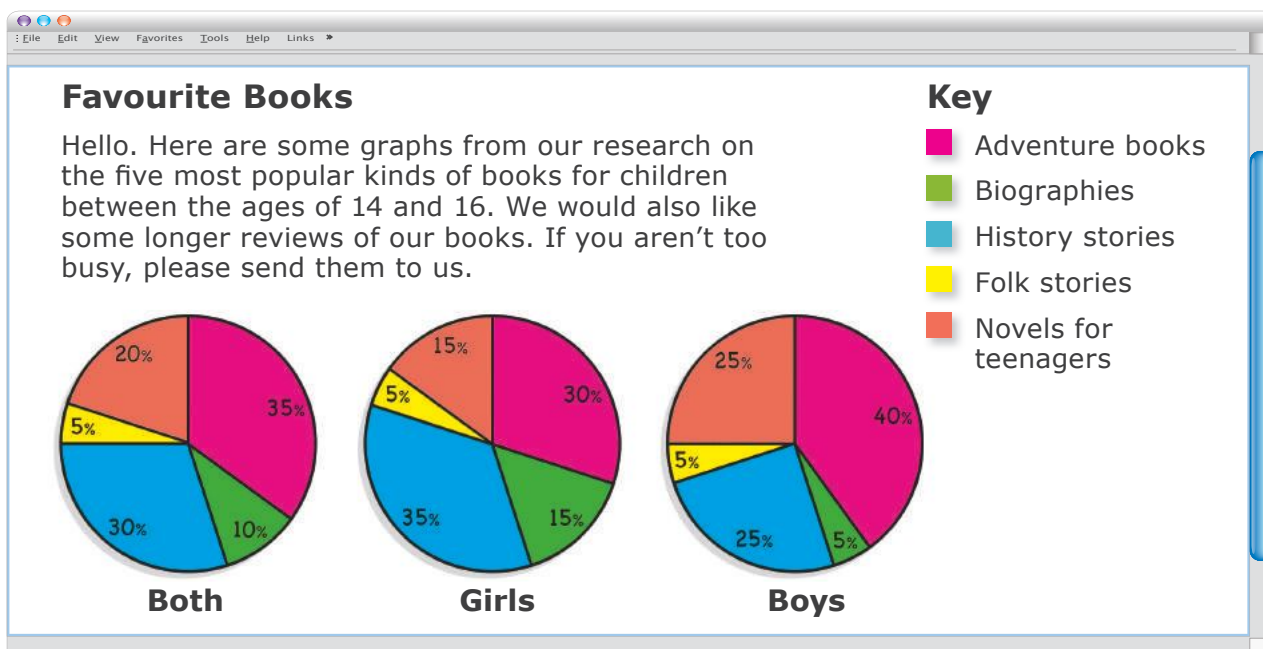
c) Listen again and complete.

- 1 I wasn't clever _____ to remember.
- 2 Have a look if you aren't _____ busy.



2 Read, answer, say and write.

a) Look at the website. Tick (✓) the correct heading.

1 Book choices for 14–16-year-olds ☐2 Review of books for 14–16-year-olds ☐b) There are two adjectives in the text. Underline them. What is different about their grammar? Why?

c) Make sentences about the first graph with *more / most* and *less / least*.

Adventure books are the most popular kind of books.

Folk stories are less popular than biographies.

d) Write five more sentences in your notebooks to compare the second and third graphs.

1 Biographies are more popular with girls than with boys.
2 Biographies are ...



3 Read, listen and check. Track 59

a) Read and match sentences 1–6 with sentences a–f.

- | | | |
|-------------------------------------|--------------------------|---------------------------------|
| 1 I can't carry this bag. | <input type="checkbox"/> | A It wasn't interesting enough. |
| 2 I'm sorry, I can't come shopping. | <input type="checkbox"/> | B They were too expensive. |
| 3 Omar doesn't want the juice. | <input type="checkbox"/> | C It isn't cold enough. |
| 4 Jack didn't finish his homework. | <input type="checkbox"/> | D It's too heavy. |
| 5 Fred didn't read all of the book. | <input type="checkbox"/> | E I'm too busy. |
| 6 Nina didn't buy the shoes. | <input type="checkbox"/> | F He was too tired. |



b) Listen and check.

4 Finish the sentences. Use *too* or *enough*.

<p> We're not going to win this race.</p> <p> Why not?</p> <p> We aren't fast enough.</p>	<p> Don't buy those tomatoes.</p> <p> Why not?</p> <p> They ...</p>
<p> We aren't going to arrive at school on time.</p> <p> Why not?</p> <p> We ...</p>	<p> I'm not going to be able to do this exercise.</p> <p> Why not?</p> <p> I ...</p>
<p> Don't touch the plate!</p> <p> Why not?</p> <p> It ...</p>	<p> I'm not going to buy that dress.</p> <p> Why not?</p> <p> It ...</p>



see Workbook pp146–147

Unit 9 • Lesson 2

77

LESSON 3 *Don't be wasteful*

Lesson Link



www.icn.edu.sa



1 Look, say and listen. Track 60

a) Look at the picture and answer the questions.

Who is in the picture? Why isn't Omar there?
What is the teacher talking about?

b) Listen to the teacher. Number his questions in the correct order.

- a What will happen if we don't stop climate change? ☐
- b Is that good or bad for the Earth? ☐
- c What can you remember about the lesson? ☐
- d Why is it bad? ☐
- e What happens when we drive cars and use electricity? ☐

c) Ask and answer the questions.

2 Read, ask and answer.

a) Read. Match each heading to a paragraph. Write the correct number in each box.

- A Make energy in a clean way ☐
- B Energy from the sun ☐
- C Energy from moving air ☐
- D Don't waste energy ☐



1 Vision 2030 is the government's plan for the future of Saudi Arabia. It explains how the country is going to develop between now and 2030. One important part of that plan is to help people use less water and less electricity. We live in a hot, dry country, so we use a lot of energy to produce water and to keep us cool. We shouldn't be wasteful. If we use water and electricity carefully, we will save energy and help the environment.



2 Vision 2030 means we will produce more 'clean energy'. This helps to stop climate change. If we produce energy in this way, no carbon dioxide will escape into the Earth's air.

3 This is a wind turbine. When the wind blows, the turbine turns and produces electricity. Of course, if the wind stops, the wind turbine won't produce any electricity.



A



B

4 This is a solar panel. When the sun shines on it, it heats the water in the pipes for the house. At night or if the weather is cloudy, the water will cool. That's because the sun isn't shining on it.

b) Find the sentences with *if* in the text.

Underline the verbs in the sentences. What tenses are they?

**c) Ask and answer.**

- 1 What is *Vision 2030*?
- 2 Why does Saudi Arabia need to use a lot of energy?
- 3 Why should we use water and electricity carefully?
- 4 Why is it a good idea to have 'clean energy'?
- 5 What are the names of the objects in pictures A and B?
- 6 What are their advantages and disadvantages?

3 Say and write. **a) Talk to your partner.**

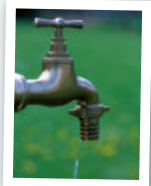
These are some ways
to save water and energy.

Why?

If you save water and
energy, you'll save money.

**b) Write three more ideas in your notebooks.
Use *if* in the sentences.**

- 1 Save water and energy. Save money.
- 2 Cover pans when you cook. They boil more quickly.
- 3 Wash fruit and vegetables in a bowl. This saves water.
- 4 Fix leaks. A small leak wastes 4 litres of water each day.
- 5 Turn off taps when you brush your teeth. This saves lots of water.
- 6 Close your fridge quickly. It takes less energy to cool the fridge again.

**Pronunciation corner****a) Write the words in the correct column.**

turbine protect Canadian checks
fashionable biography adventure pastes

Syllables			
one	two	three	four
	turbine		

b) Listen, repeat and check.**c) Put a • on the words to show the stress in each word.**

see Workbook pp148–149



1 Read, match and say.

a) Write the number of the missing sentence in the box.



Jack and Charlie are talking about saving energy and water.

- 1 hot water will be cheap. 2 ~~they'll die~~. 3 you'll get more exercise.
 3 there won't always be electricity. 4 you'll use less electricity.
 5 you won't be able to see.

	Advantage	Disadvantage
If you don't water the plants,	you'll save water.	<input type="text" value="2"/>
If you turn off the lights,	you'll save energy.	<input type="text"/>
If you walk to school,	<input type="text"/>	you'll sometimes get wet.
If you switch off your fire,	<input type="text"/>	you'll be very cold.
If your dad gets a wind turbine,	you'll produce clean energy.	<input type="text"/>
If your dad gets a solar panel,	<input type="text"/>	it won't heat water at night.



b) Talk to a partner. Make dialogues.

If you don't water the plants, you'll save water.



Yes, but if I don't water the plants, they'll die.



2 Write six sentences in your notebooks about the books.



	difficult	exciting	interesting
New Maths
Escape from Lions
Najd Stories

Compare these books.

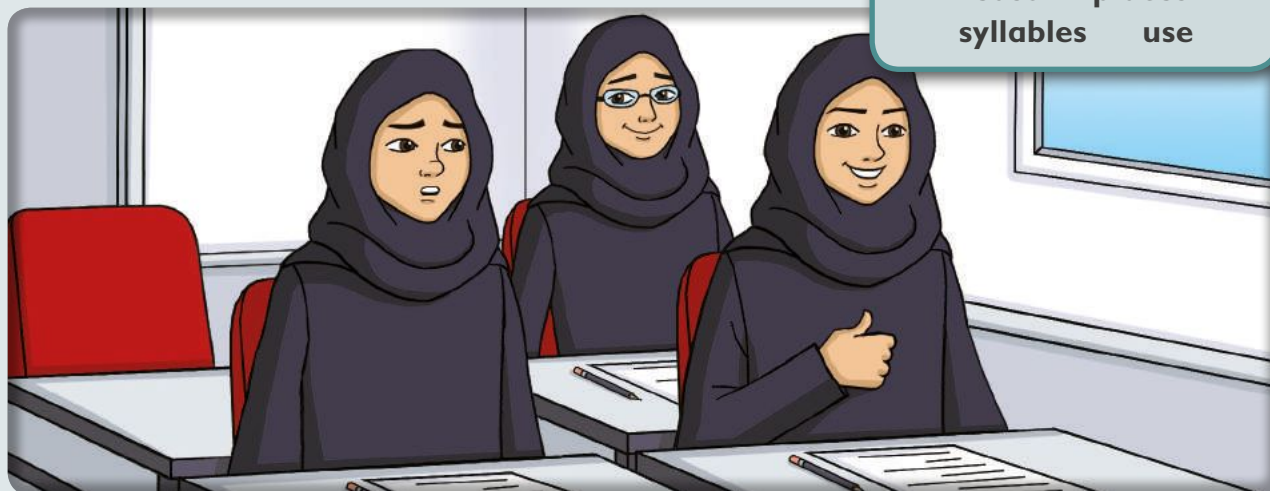


*New Maths is less interesting than Najd Stories.
 Escape from Lions is the most exciting of the three books.*

GRAMMAR STUDY

Complete this information about adjectives with two or more syllables. Use words from the box.

adjectives **compare**
least places
syllables use



Use

When we ¹compare two or more people, ²_____ or things, we use *more* and *most* and *less* and ³_____ with longer adjectives.

How many syllables?

We ⁴_____ *more* and *most* and *less* and *least* with all ⁵_____ with three or more syllables. We use *more* and *most* and *less* and *least* with lots of adjectives with two ⁶_____.

Manal is *more* nervous about her test than Shahad.

Shahad is *less* nervous about her test than Manal.

Fatemah is the *least* nervous. She can answer the *most* difficult questions in tests.

Pronunciation corner



Track 62

a) Read and underline the word with a different sound.

- | | | | |
|-----------------|--------------|----------------|---------------|
| 1 a folk | b float | c <u>cover</u> | d solar |
| 2 a message | b teenage | c advantage | d fridge |
| 3 a check | b measure | c protect | d leak |
| 4 a fashionable | b wasteful | c paste | d toothache |
| 5 a women | b frequently | c fix | d businessman |
| 6 a waterproof | b quarter | c sauce | d laugh |

b) Listen and check.

c) Now read and say the words.



LESSON 1 *The walk with Fahad part 2*1 Listen, say and answer.  Track 63a) Ask and answer. 

- Who is this woman?
- Who is she talking to?
- How is she feeling? Why?

b) Listen again. Tick (✓) true (T) or false (F).

- | | | |
|---|----------------------------|----------------------------|
| 1 Jack isn't answering his phone. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Barbara has some information for Penny. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Barbara wants Penny to sit down. | T <input type="checkbox"/> | F <input type="checkbox"/> |

c) Talk to a partner. 

Do you think the news about the walk is good or bad? Why?

I asked Jack to phone me after the walk but he forgot.



Lesson Link



www.iem.edu.sa

2 Read, answer, number and say.

a) Read quickly. Tick (✓) the best title.

Jack's accident ☐ Jack's camera ☐ Jack's mobile ☐

b) Where do the sentences go in the story?

- | | |
|---|---|
| We had to rest for half an hour. <input type="checkbox"/> | We had to put on our waterproof jackets. <input type="checkbox"/> |
| We had to carry Jack to the car. <input type="checkbox"/> | We had to go back to the car to get it. <input type="checkbox"/> |
| We had to wait for him to arrive. <input checked="" type="checkbox"/> | We had to stop because he couldn't walk. <input type="checkbox"/> |

We planned to leave at two but Jack couldn't find the car park where we were waiting. ① We started our walk at two fifteen. After two kilometres, Jack wanted to take a photo but his camera was still in Fahad's car. ② By now it was three o'clock.

We started our walk again and climbed into the hills. They were beautiful. Then Jack was tired. ③ After that we continued for another hour and reached the highest part of our route. When we left the car park, the forecast and the weather were good but now the sky above us was very dark.

Suddenly it started to rain. ④ The route where we were walking was now wet and it was difficult to see. Jack slipped and hurt his ankle. ⑤ We were high in the hills in bad weather. Fahad tried to phone for help but neither mobile was working. Maybe it was the weather or maybe there wasn't a phone signal in the hills. ⑥ We now had no choice.

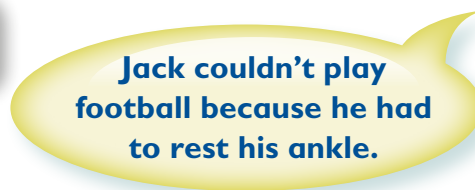
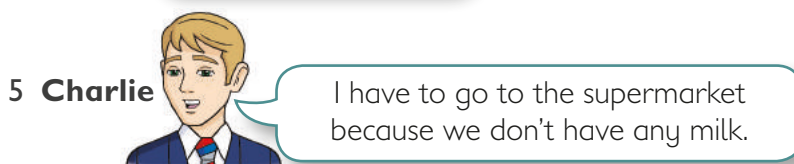
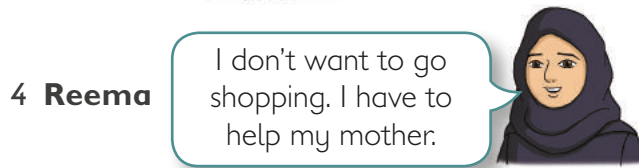
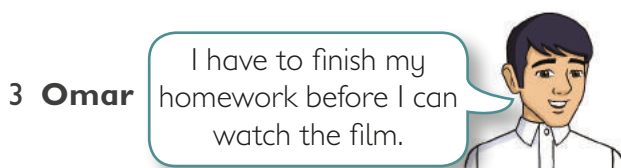
Jack was very heavy. On our way a farmer in a field saw us. He was very kind and drove us in his tractor to Fahad's car. Then we took Jack to A & E in hospital. His ankle hurts but it's not serious.

c) Number the pictures in the correct order.



d) Talk to a partner. Cover the story but use the pictures.
Say what happened on the walk.

3 Talk to a partner. Say these sentences in the past.



4 Copy and complete these sentences with
had to. Write them in your notebook.

- 1 I was ill yesterday so I ...
- 2 It was a wet day so I ...
- 3 Charlie had bad toothache so ...
- 4 I was too hot in my bedroom so ...
- 5 I couldn't go to the library because ...



see Workbook pp150–151

Unit 10 • Lesson 1

83

LESSON 2 *Family and friends*1 Listen, number and answer.  Track 64

a) Listen. Number the questions in the correct order.

- a What do you have to write? ☐
- b What did you do? ☐
- c Don't you like watching football? ☐
- d Are you going to write about someone? ☐
- e Did you enjoy the trip to London? ☐
- f What new competition is that? ☐



b) Listen. There is one more question in the conversation. What is it?

c) Ask and answer the questions from the conversation. 2 Listen, number and answer  Track 65

a) Listen and complete Reema's notes.



Listen to my description of Omar.

b) Talk to a partner. Ask and answer questions about Omar.

What does Omar look like?

What is Omar like?

What are Omar's hobbies and interests?

Appearance

Age isn't very old: ¹ teenager

Height quite tall

Weight ² _____: weighs 46 kilos

Eyes and hair short dark straight hair; ³ _____

Character

Strong points: intelligent, hardworking, ⁴ _____
polite and friendly

Weak points: impatient, a little ⁵ _____ and untidy

Interests and hobbies

Really likes: playing football and going ⁶ _____

Enjoys: ⁷ _____ and reading

Doesn't mind: ⁸ _____ and shopping

Dislikes: ⁹ _____ and ¹⁰ _____
in the hills



3

LOOK!**Opposite adjectives**

tidy/untidy	fit/unfit	kind/unkind	but	polite	impolite
safe ...	sure ...	usual ...		patient	impatient
healthy ...	helpful ...	intelligent ...		possible	impossible
successful ...	fashionable ...	important ...		probable	improbable

What's the opposite of *tidy*?

Untidy?

4

Play tennis with opposite adjectives.

5

Say sentences about your hobbies and interests. Use the words and phrases in the box.

exercising skating housework sailing
 exams TV reading homework
 football cooking science experiment table tennis

prefer don't mind
 really like quite enjoy
 dislike really don't like

I really like playing table tennis.

I don't mind doing housework.

I dislike sailing on the sea.

6

Write a description in your notebook.

Describe a friend or someone in your family. Write about:

- his or her appearance: age, height, weight, face and eyes
- his or her character: strong points and weak points
- his or her hobbies or interests: *really likes / really enjoys, quite likes / doesn't mind, doesn't like / dislikes*



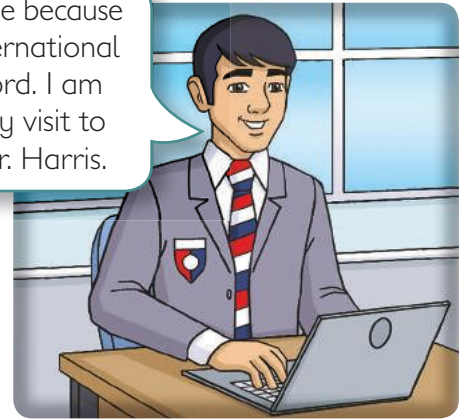
see Workbook pp152–153

Unit 10 • Lesson 2

85

LESSON 3 *Going home*

Today is a special day for me because it is my last day at the International Language School in Oxford. I am writing an essay about my visit to Oxford for my teacher Mr. Harris.



1 Say, read and complete.

a) Look at the picture. Ask and answer.

- Where is Omar?
- Why is today special for him?
- Who is Mr. Harris?
- What is Omar doing?



b) Read Omar's essay. Write the correct form of the verbs in (...).

INTERNATIONAL LANGUAGE SCHOOL OXFORD

This evening I ¹ am flying (fly) back to Saudi Arabia.
Today ² _____ (be) the last day in Oxford, a city
which is much smaller than Riyadh where I live.

A few months ago, I was very happy because I ³ _____
(win) a scholarship and I ⁴ _____ (come) to study
English in England. In school English ⁵ _____ (be)
one of my best subjects but now my English is much better.
I can ⁶ _____ (understand) people who speak quickly
and I am more confident when I ⁷ _____ (speak).

I really liked my visit to England but it ⁸ _____ (be)
great to be back at home in Saudi Arabia and to ⁹ _____
(see) my family. I ¹⁰ _____ (enjoy) seeing my friends
Yasser and Rakan, too. I have good ...

c) Ask and answer.

What did Omar say about:

- Oxford and Riyadh
- his scholarship
- the people he can now understand
- going back to Saudi Arabia



2

LOOK!

Relative clauses with *who* and *what*

Oxford is a city **which** is much smaller than Riyadh.



I can understand people **who** speak quickly.

3 Read, listen and check. Track 66


a) Read and match the first part of sentences 1–6 with second part of sentences a–f.


Can you answer Omar's quiz?


<p>1 Arabic is an international language <input checked="" type="checkbox"/> E</p> <p>2 Sultan bin Salman was the first Arab and Muslim <input type="checkbox"/></p> <p>3 Abou Ali Muhammad Ibn al-Haytham was a scientist <input type="checkbox"/></p> <p>4 Mount Vesuvius is a volcano in Italy <input type="checkbox"/></p> <p>5 Most people think Pele was the best football player <input type="checkbox"/></p> <p>6 Jeddah is a large sea port <input type="checkbox"/></p>	<p>A who is called the 'father of optics'.</p> <p>B which is in the South West of Saudi Arabia.</p> <p>C which erupted 2000 years ago.</p> <p>D who travelled into space.</p> <p>E which is extremely important.</p> <p>F who ever played football.</p>
---	---


b) Listen and check.


4 Finish the sentences. Use *who* or *which*.


 An elephant is an animal ...

 Carbon dioxide is a gas ...

 A cook is a person ...

 Paris is a city ...

 A dentist is a person ...

 A writer is a person ...



see Workbook pp154–155

Unit 10 • Lesson 3

87

**1 Match.**

- 1 excellent ☐
- 2 appearance ☐
- 3 boot ☐
- 4 practise ☐
- 5 teenage ☐
- 6 century ☐
- 7 silver ☐
- 8 passenger ☐
- 9 boil ☐
- 10 mechanic ☐

- a to do something lots of times to be good at it
- b to heat water to a high temperature
- c a person on a plane, car, boat or bus
- d a kind of metal
- e this person looks after and fixes cars
- f very good, great, fantastic
- g between 13 and 19 years old
- h what something looks like
- i a word for 'hundred years'
- j a kind of heavy shoe

**2 Complete.**

her him it me them us

- 1 I want that pen, please. Can you pass _____ to me?
- 2 Omar is in his room. Tell _____ it is time for lunch, please.
- 3 Fatimah, Manal and I can't answer this question. Can you help _____?
- 4 Reema met her friends and showed _____ her new book.
- 5 Where's Mum, Omar? There's a phone call for _____.
- 6 Yasser, can you lend _____ your camera, please? My camera is not working.

**3 Correct the verbs.**

- 1 Yasser, did you ~~speak~~ to Omar yesterday? speak
- 2 Shall I opening the door for you, Miss Nadia?
- 3 There are a lot of children playing at the park yesterday.
- 4 If there is no wind, a wind turbine do not produce electricity.
- 5 We had to took an umbrella with us because it was raining.
- 6 How about go to the museum after we finish our homework.



GRAMMAR STUDY

Tick (✓), cross (X) or write ? if you're not sure.

Can you remember ...

- | | | |
|---|--|--------------------------|
| 1 | indefinite pronouns and adjectives, e.g. <i>no one, someone, anyone</i> | <input type="checkbox"/> |
| 2 | questions with <i>how</i> and <i>what</i> , e.g. <i>how old are you?, What's your age?</i> | <input type="checkbox"/> |
| 3 | the future tense with <i>will</i> , e.g. <i>He'll go, He won't go. Will he go?</i> | <input type="checkbox"/> |
| 4 | <i>can</i> in the past, present and future e.g. <i>could, can, will be able to</i> | <input type="checkbox"/> |
| 5 | reflexive pronouns e.g. <i>himself, myself, ourselves</i> | <input type="checkbox"/> |
| 6 | ask about and giving descriptions, e.g. <i>What is your room like?</i> | <input type="checkbox"/> |
| 7 | the order of adjectives, e.g. <i>a traditional Arab wooden window</i> | <input type="checkbox"/> |
| 8 | zero conditional sentences, e.g. <i>Eggs float if the water is dense.</i> | <input type="checkbox"/> |
| 9 | comparing long adjectives, e.g. <i>the least difficult, more interesting than</i> | <input type="checkbox"/> |

4 Underline the correct way to complete the sentences.

- I didn't see (*someone / anyone*) in the park.
- (*How / What*) heavy are you?
- Sorry, Yasser is ill. He (*will / won't*) be at school today or tomorrow.
- (*Can / Could*) you swim when you were ten, Jack?
- Reema and Fatimah bought (*herself / themselves*) ice creams to eat.
- (*How / What*) was your lesson today? It was great, thanks.
- It's a (*wooden nice Arab / nice Arab wooden*) window.
- If the tea is too hot, (*leave / leaving*) it to cool for five minutes before you drink it.
- Omar is (*more / the most*) intelligent boy in his class.

5 Read, listen and say.  Track 67

a) Read and listen to the poem.

Get up! Hurry! Why? What's wrong?
 We slept too late. We slept too long.
 Leave the hotel. Move your feet.
 Run this way and down this street,
 Take a taxi to the train.
 It's in the station! Run again.
 Run! Run! Run! Run!
 We're on our way. We're on the train.
 We have two hours before the plane.
 Rest. Calm down. We'll arrive on time.
 We're at the airport. Everything's fine.
 The check-in desk is on the right.
 We're nearly there. We'll catch our flight.
 Walk! Walk! Walk! Walk!
 Check in, wait, then on the plane!
 Flying, flying, home again.
 We went away. We went abroad.
 We liked our trip. We were not bored.
 But travel east or travel west.
 Arriving home is always best.
 Home! Home! Home sweet home!

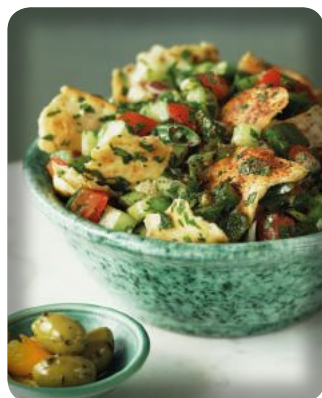
b) Listen and repeat.



Section 1

GRAMMAR: 10 MARKS

1 Read and tick (✓) the best answer, A, B or C.



If you want to make fatoush, mix olive oil, lemon juice and garlic in a cup to make a salad dressing. ¹ _____ salt and pepper. If it is not salty ² _____, add more salt. If you don't like spicy food, use ³ _____ pepper. Then, cut ⁴ _____ pita bread into pieces. Take ⁵ _____ bowl and add the pieces of pita bread. Then you ⁶ _____ to chop tomatoes, cucumber and red pepper. Add those to ⁷ _____ same bowl. Now add some salad leaves. If you like, you ⁸ _____ add herbs. Pour the salad dressing ⁹ _____ you made earlier over the salad. Mix it ¹⁰ _____ the dressing on all the vegetables and leaves. Enjoy!

- | | | | | | |
|---|-----------------------------------|--------------------------------------|--------------------------------------|---------------------------------|----------------------------------|
| <input checked="" type="checkbox"/> A Mix | <input type="checkbox"/> B to mix | <input type="checkbox"/> C mixing | | | |
| 1 <input type="checkbox"/> A To add | <input type="checkbox"/> B Add | <input type="checkbox"/> C Adds | 6 <input type="checkbox"/> A have | <input type="checkbox"/> B has | <input type="checkbox"/> C had |
| 2 <input type="checkbox"/> A enough | <input type="checkbox"/> B that | <input type="checkbox"/> C too | 7 <input type="checkbox"/> A a | <input type="checkbox"/> B the | <input type="checkbox"/> C an |
| 3 <input type="checkbox"/> A least | <input type="checkbox"/> B less | <input type="checkbox"/> C the least | 8 <input type="checkbox"/> A can | <input type="checkbox"/> B have | <input type="checkbox"/> C must |
| 4 <input type="checkbox"/> A any | <input type="checkbox"/> B some | <input type="checkbox"/> C no | 9 <input type="checkbox"/> A what | <input type="checkbox"/> B who | <input type="checkbox"/> C which |
| 5 <input type="checkbox"/> A a | <input type="checkbox"/> B the | <input type="checkbox"/> C an | 10 <input type="checkbox"/> A to get | <input type="checkbox"/> B get | <input type="checkbox"/> C gets |

Section 2

VOCABULARY: 10 MARKS

2 Match these definitions with words from the box.

- a camera that sends video online* webcam
- | | |
|---------------------------------|-------|
| 1 to cook in very hot water | _____ |
| 2 a kind of bag | _____ |
| 3 to stay on the top of water | _____ |
| 4 a kind of metal | _____ |
| 5 too heavy, fat | _____ |
| 6 a light you hold in your hand | _____ |
| 7 to go down in water | _____ |
| 8 a piece of jewellery | _____ |
| 9 small but heavy | _____ |
| 10 to make something very cold | _____ |

backpack	overweight
boil	silver
dense	sink
float	torch
freeze	webcam
necklace	

Section 3

LISTENING: 8 MARKS

- 3 Listen to the conversation and tick (✓) the correct person for each statement.  Track 68



- 1 He prefers biographies to adventure books.
- 2 He doesn't know the story of *Robinson Crusoe*.
- 3 He dislikes reading folk stories.
- 4 He prefers playing sport to reading.
- 5 His favourite sport is football.
- 6 He is looking forward to a lesson tomorrow.
- 7 He has to do a lot of work this evening.
- 8 He prefers history lessons to science lessons.

Ali

☐☐☐☐☐☐☐☐

Ibrahim

☐☐☐☐☐☐☐☐

Section 4

SPEAKING: 6 MARKS

- 4 Say how to make this dish.

olive oil	pepper
onion	spices
garlic	chicken
tomatoes	rice
salt	

Heat the olive oil...



Section 5

READING: 6 MARKS


5 Read and answer the questions.

Marhaba Website
http://www.kingfaisalschool.org/marhabawebsite

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WORLD NEWS TODAY

A Did you know there are now more mobile phones in the world than people? We all use our phones a lot, and many of us walk and send text messages at the same time ('textwalking'). This can mean that people can't see their way and bump into other people and objects. The result of that is a broken screen, or maybe even an injury.



B Safety on the streets is an important issue. We already do our best to make sure that both cars and people can use the same area safely and comfortably. Things like zebra crossings and traffic lights prevent accidents and protect people. Now some places around the world are thinking carefully about what we can do about the problem of textwalking.

C In Antwerp, for example, they created a special lane for people who want to textwalk. It has two white lines which you walk between. Everyone in the same lane is going in the same direction, so they can't walk into each other. And you can see the lines by your feet, even when you are looking at your phone screen.



D Another possible solution is textwalking apps. When you have one of these apps on your phone, you can easily turn the camera on and look ahead while you type. You can see what's ahead of you and avoid accidents without taking your eyes off the screen. Of course, you have to remember to turn the app on when you textwalk. Do you want our advice? If you really have to send a text, stop walking while you write it!

a) Tick (✓) A, B or C.

What kind of text is this?

- ☐ A a story
- ☒ B an essay
- ☐ C an article

1 What is 'textwalking'?

- ☐ A sending a message and then walking
- ☐ B having an accident while using your phone
- ☐ C using your phone and walking at the same time

2 What problems does textwalking cause?

- ☐ A people get hurt and break their phones
- ☐ B people don't see their friends in the street
- ☐ C people lose their way and get lost

3 What helps people and cars to not have accidents?

- ☐ A using different parts of the road
- ☐ B using zebra crossings and traffic lights
- ☐ C using your phone and walking at the same time

b) Write short answers to the questions below. Use up to four words.

Which city made a textwalking lane?

Antwerp

1 Where do you walk in the textwalking lane?

2 Where do you see what's ahead with a textwalking app?

3 What do you have to remember to do with a textwalking app?

Section 6

WRITING: 10 MARKS

6 Write a description of your house and the area where you live.

In your description, include the following information:

- the size of the place where you live
- the things you can find in your area
- what you like about your area
- the house/apartment you live in
- what rooms you have in your house
- what you like about your house





The omitted exercises or activities for the Qur'anic schools

Lift Off 4 Workbook

Unit	Title	Page	Teach	Omit	Page	Teach	Omit
1	Journeys and trips						
	Lesson 1	96			97		
	Lesson 2	98			99		
	Lesson 3	100			101		
2	People, animals, places, things						
	Lesson 1	102			103		
	Lesson 2	104			105		
	Lesson 3	106			107		
3	Decisions, decisions						
	Lesson 1	108			109		
	Lesson 2	110			111		
	Lesson 3	112			113		
4	Past, present and future						
	Lesson 1	114			115		
	Lesson 2	116			117		
	Lesson 3	118			119		
5	Be prepared						
	Lesson 1	120			121		
	Lesson 2	122			123		
	Lesson 3	124			125		
6	Omar in England						
	Lesson 1	126			127		
	Lesson 2	128			129		
	Lesson 3	130			131		
7	Finding out about things						
	Lesson 1	132			133		
	Lesson 2	134			135		
	Lesson 3	136			137		
8	Learn about yourself and the world						
	Lesson 1	138			139		
	Lesson 2	140			141		
	Lesson 3	142			143		
9	Careful and popular but not wasteful						
	Lesson 1	144			145		
	Lesson 2	146			147		
	Lesson 3	148			149		
10	Home, home, home sweet home						
	Lesson 1	150			151		
	Lesson 2	152			153		
	Lesson 3	154			155		

	Teach/core activities
	Omit/supplementary activities



المملكة العربية السعودية
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وزارة التعليم
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Workbook
كتاب النشاط

Lift Off!

4



LESSON 1 *Come for lunch*1 Read and then write F (future plans) or N (now) after the verbs in *italics*.

It's break time at Sue and Amy's school. The two girls ¹*are talking* N in the playground. They are very excited because next week there is no school and their families

²*are flying* ____ to Turkey together for a holiday. They ³*are staying* ____ in a small hotel in the mountains.

Sue and Amy ⁴*are reading* ____ the hotel brochure. They are both very happy because they ⁵*are going* ____ to a place that's famous for its beautiful mountains and local dishes. Sue ⁶*is imagining* ____ amazing views and Amy ⁷*is thinking* ____ about delicious Turkish food!

2 Write about your plans for the weekend and what you're doing now. Use *I'm + verb + -ing*.

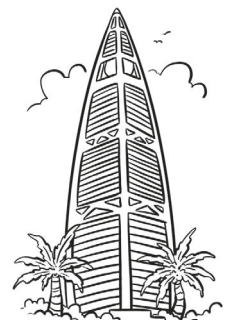
1 At the weekend I _____

2 Now I _____

3 Match the words and definitions.

- 1 a tall, thin building d
- 2 stop doing things/have a break ____
- 3 a sport where you go under water ____
- 4 when you have lots to do you are ... ____
- 5 now ____
- 6 a sport where you knock things down with a ball ____

- a bowling
- b diving
- c busy
- d tower
- e rest
- f at the moment



- 4 Read Alex's diary and complete the conversation.
Use the words in the box.

to No, we're not Are we meeting Are we catching
at Are we having lunch on From at
~~are we going~~ Where are we meeting him How



Monday 21 st July	
10:30	Catch the train to the sea
11:15	Meet John at the clock tower
12:00	Have lunch at The Seafood Restaurant
13:00-16:00	Go sailing
17:30	Catch the train home



Lenny: Which day ¹ are we going sailing?

Alex: We're going ² Monday.

Lenny: ³ Where are we going there?

Alex: We're catching the train ⁴ at half past ten.

Lenny: ⁵ Are we meeting John?

Alex: Yes, at a quarter past eleven.

Lenny: ⁶ Where?

Alex: At the clock tower.

Lenny: ⁷ Are we catching the train at the sea?

Alex: Yes, ⁸ at The Seafood Restaurant.

Lenny: When are we going sailing?

Alex: ⁹ From one o'clock ¹⁰ to four o'clock.

Lenny: ¹¹ When the five o'clock train home?

Alex: ¹² At. We're catching the train at half past five.



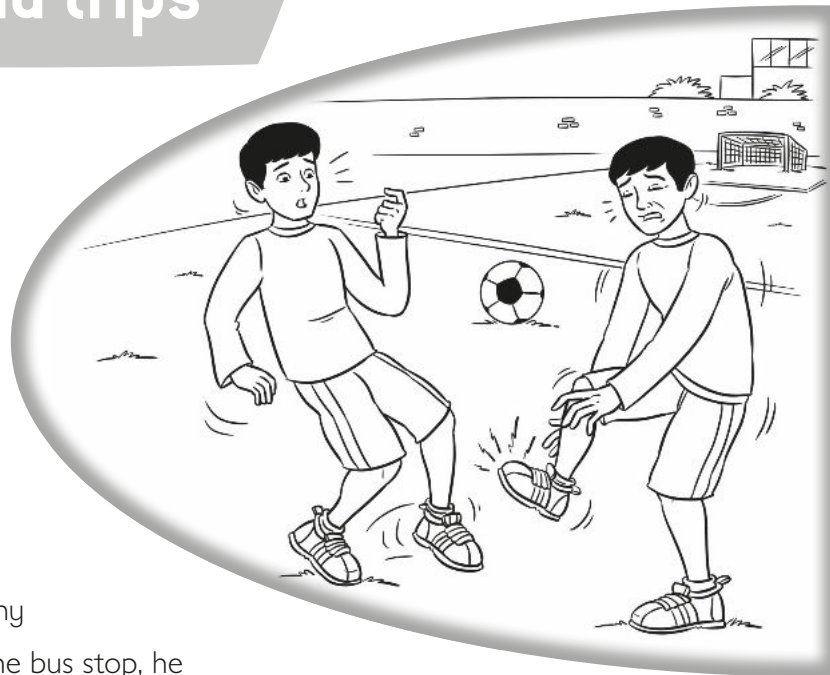
LESSON 2 *Nina's camera*

1 Order the letters and find the past simple verbs.

This is what happened to Omar last Tuesday ...

First, he ¹eflt left his school books on the kitchen table. He ²okto _____ his bag to school but he ³orftgo _____ to put any books in it! Then, when he ⁴aws _____ at the bus stop, he ⁵uofnd _____ he ⁶t'ddin avhe _____ any money so he ⁷ou'lcdnt _____ get on the bus. He ⁸dawlke _____ to school that day. Later, in sport, his friend ⁹oostd _____ on his toe by mistake so he ¹⁰n'tdid nyjoe _____ the lesson.

Poor Omar! He ¹¹gthuoth _____ it was an awful day!



2 Tick (✓) true (T) or false (F). There are four false sentences.

- 1 When you pack, you put clothes and other things in bags.
- 2 When something is very bad we can say it's excellent.
- 3 Something you buy can be a lot of money but good value.
- 4 When food doesn't taste good we can say it's tasty.
- 5 Swimming pools, children's playgrounds and restaurants are facilities.
- 6 Staff are the people who stay in a hotel.
- 7 When staff bring food or drinks to your hotel room it's called meal service.
- 8 You can go up or down in a lift.

T <input checked="" type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>

3 Correct the false sentences from exercise 2.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

4 Read about Mrs. Taylor and complete the comment form. Use ✓, No and other words.

Last month, Jenny Taylor stayed at the Black Horse Hotel for a fortnight's holiday. She arrived on 10th June and left on 24th June. The building was interesting because it was very old but the facilities were also very old and not very good so she thought the prices were too expensive. The restaurant was small and dark but she thought the food was delicious and very cheap. She liked her room too because it had a wonderful view of the forest and it was comfortable and clean.



The staff at the hotel were all very helpful and explained everything she needed to know. She often used the room service, and the staff always came quickly and were very polite. But she didn't like their scruffy old uniforms!

GUEST COMMENT FORM

First name: ¹ Jenny Surname: ² _____

Date of stay: ³ _____ to _____

Number of nights: ⁴ _____



**Black Horse
Hotel**

Staff

⁵smart No

⁶friendly _____

Food

⁷tasty _____

⁸good value _____

Room service

⁹fast _____

¹⁰polite _____

Rooms

¹¹clean _____

¹²comfortable _____

Prices

¹³expensive _____

¹⁴good-value _____

Facilities

¹⁵modern _____

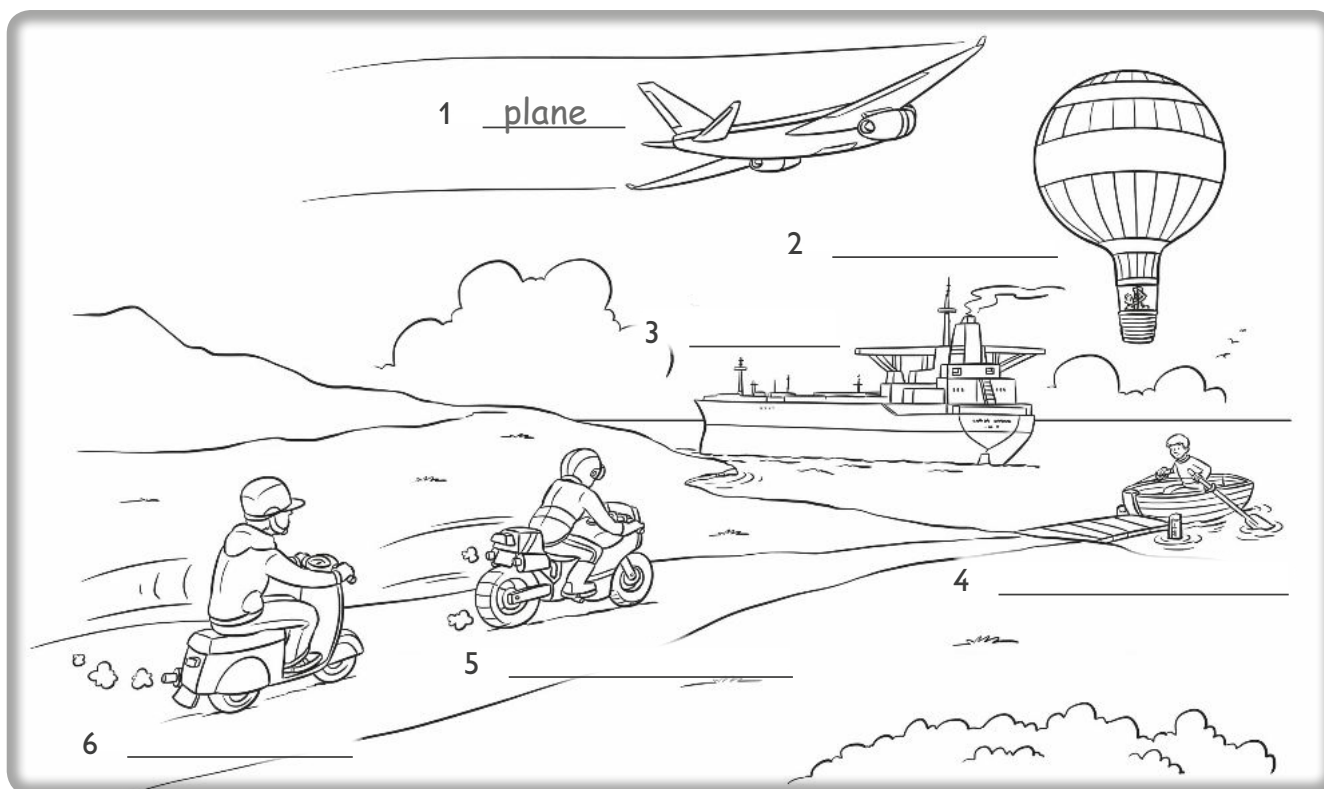
¹⁶excellent _____

Unit 1

Journeys and trips

LESSON 3 *Back to England*

1 Label the picture.



2 Write sentences. Use *on* or *by*.

1 We're driving to London.

We're going by car.

2 He flew to Riyadh.

3 They're walking to school.

4 She's catching the bus to school.

5 I'm driving to work.

6 He caught the train to Oxford.

7 We didn't walk, we cycled.

3 How do you go to school every day? Use *on* or *by*.

I _____

4 Read Charlie's e-mail and complete the diagram.

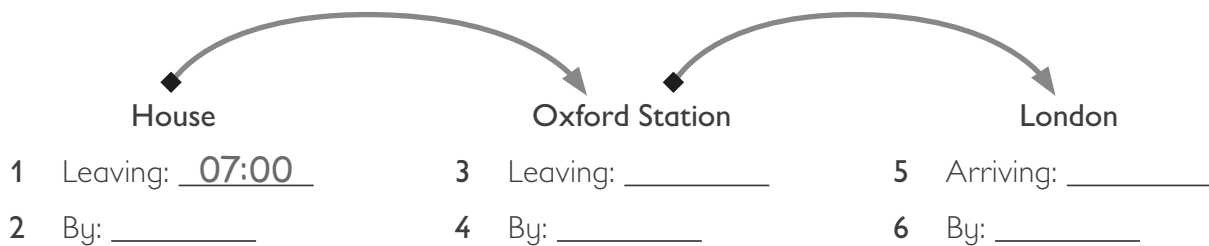
Hi Jack,

How are you?

Would you like to come to the British Museum tomorrow with my dad? A taxi's coming to my house at seven o'clock in the morning to take us to Oxford Station. We're catching a train at seven thirty and arriving in London at eight thirty.

I hope you can come.

Charlie

**5 Match the questions and answers.**

- | | |
|--|---|
| <p>1 When is Fred leaving Riyadh? <u>e</u></p> <p>2 Is he travelling by ship to England? _____</p> <p>3 What time is he leaving his dad's house? _____</p> <p>4 Is Fred going by taxi to Riyadh airport? _____</p> <p>5 How is Fred travelling from London to Oxford? _____</p> <p>6 When is Omar coming to Oxford? _____</p> <p>7 Is Fred arriving in London at five? _____</p> | <p>a In April.</p> <p>b At ten at night.</p> <p>c Yes, he is.</p> <p>d No, he's flying.</p> <p>e Tomorrow.</p> <p>f By bus.</p> <p>g No, his dad's driving.</p> |
|--|---|

6 Find the mistakes and write the correct words.

- | | |
|---|----------------|
| 1 We usually walk about 1,000,000 km in our life. | <u>100,000</u> |
| 2 In English you say feets not foots. | _____ |
| 3 There are 26 stones in each foot. | _____ |
| 4 When you walk you go by foot. | _____ |
| 5 The worst time to buy shoes is in the afternoon. | _____ |
| 6 We walk about 8,000 stops in one day. | _____ |
| 7 We can ask, 'How many kilometres is it?' or 'How fare is it?' | _____ |



LESSON 1 *How ill am I?*1 Write questions about Charlie. Use **How ... ?**

- 1 How old is he? Fourteen.
 2 _____ Fifty-four kilos.
 3 _____ One metre fifty-five.

2 Match the questions with the same meaning.

- | | | |
|---------------------------|----------|--------------------|
| 1 What's his age? | <u>b</u> | a How hot is he? |
| 2 What's his weight? | _____ | b How old is he? |
| 3 What's his height? | _____ | c How tall is he? |
| 4 What's his temperature? | _____ | d How heavy is he? |

3 Write about Ahmed Nasser.

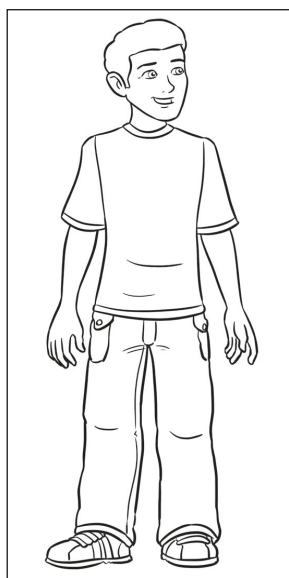
First name: John

Surname: West

Age: 14

Height: 1.60 metres

Weight: 55 kilos



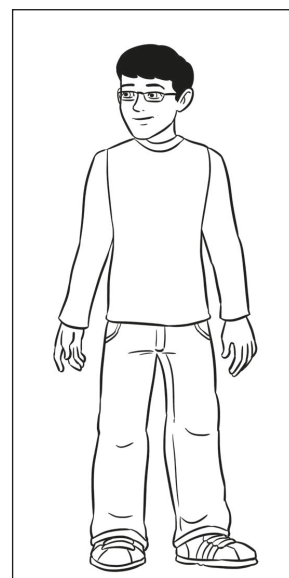
First name: Ahmed

Surname: Nasser

Age: 13

Height: 1.56 metres

Weight: 51 kilos



My name's John West and I'm
14 years old. I'm 1 metre 60 tall
and I weigh 55 kilos.

4 Underline the correct words and answer about you.1 How (much / many) exercise do you usually do each week?I usually do seven hours exercise each week.

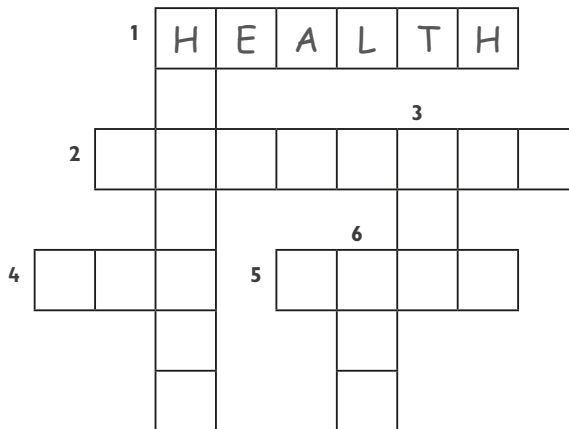
2 How (much / many) litres of water do you usually drink each day?

3 How (much / many) sleep do you usually have each night?

4 How (much / many) snacks do you usually eat each day?

5 Read about Jack and Charlie. Tick (✓) or cross (X) the verbs and correct the mistakes.

Charlie and Jack ^{like} ¹likes ☒ to be fit so they ²does ☐ lots of exercise. They ³walk ☐ to school every day and they often ⁴plays ☐ football. They both ⁵eat ☐ healthy food but Charlie ⁶have ☐ too many chips. Charlie also ⁷need ☐ to eat more fruit. Charlie and Jack both ⁸drinks ☐ between 1.5 and 2 litres of water a day.

6 Complete the sentences and do the word puzzle.**Across**

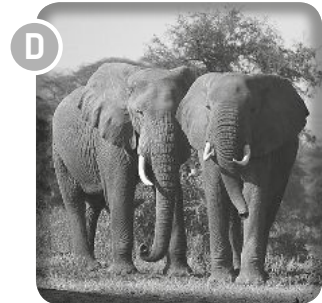
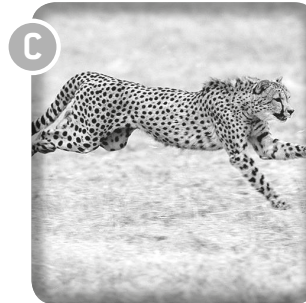
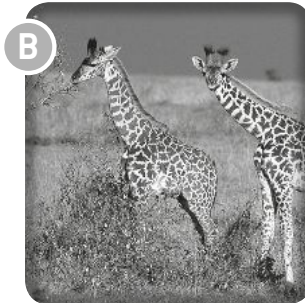
- 1 Fruit is good for your _____.
- 2 An apple has about 50 _____.
- 4 Everyone needs exercise to be _____ and healthy.
- 5 When we ask about height we can say, 'How _____ are you?'

Down

- 1 An apple is a _____ snack. Ice cream and cakes aren't.
- 3 Charlie stayed in bed because he was _____.
- 6 When we ask, 'How old are you?' we are asking about people's _____.

LESSON 2 *How heavy are elephants?*

1 Answer the questions and match with the pictures.



- 1 What animals are the tallest in the world?
- 2 What animals are the fastest in the world?
- 3 What animals are the heaviest land animals in the world?
- 4 What animals are one of the laziest in the world?

giraffes B

2 Complete the sentences and match with the pictures in exercise 1.

- 1 They sleep for 20 hours a day or more. A
- 2 They _____ at 80 kilometres an _____ or _____.
- 3 They _____ 3 tonnes or _____.
- 4 They _____ 3 _____ tall or _____.

3 Complete the questions and write answers. Use the words in the box.

long heavy fast 5 kilometres an hour
2 tonnes ~~3,000 kilometres~~ 8,844 metres high

- 1 How long is the river?
Very long. It's 3,000 kilometres long or more.
- 2 _____ is Mount Everest?

- 3 _____ did he walk?

- 4 _____ are hippos?

4 Look at the pictures and write sentences.

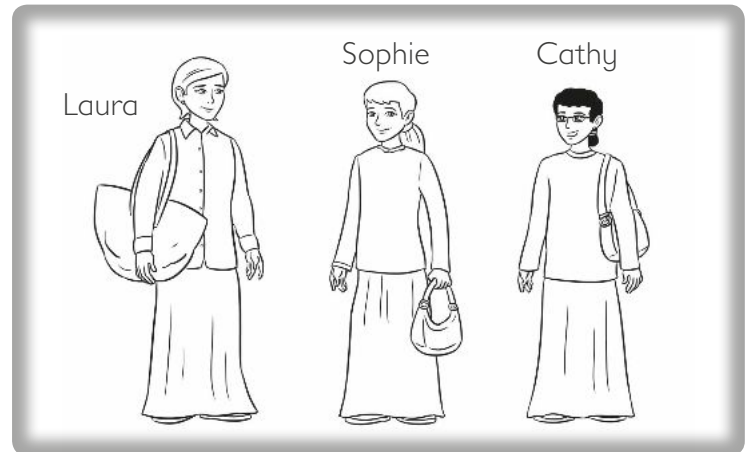
1 tall

Laura's the tallest.

2 hair / long

3 happy

4 bag / heavy



5 Read and write sentences. Use the adjectives in the box to help you.

strong long young old cold tall

1 river / world The River Nile is 6,695 kilometres long.

It's one of the longest rivers in the world.

2 library / Europe The Bodleian Library in Oxford is more than 400 years old.

It _____

3 teacher / school My teacher is very tall.

He _____

4 animal / world An elephant can carry a tree.

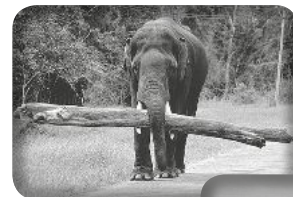
It _____

5 place / world The temperature here can be -89°C .

It _____

6 boy / class Rakan is young.

He _____



6 Underline seven more animals.

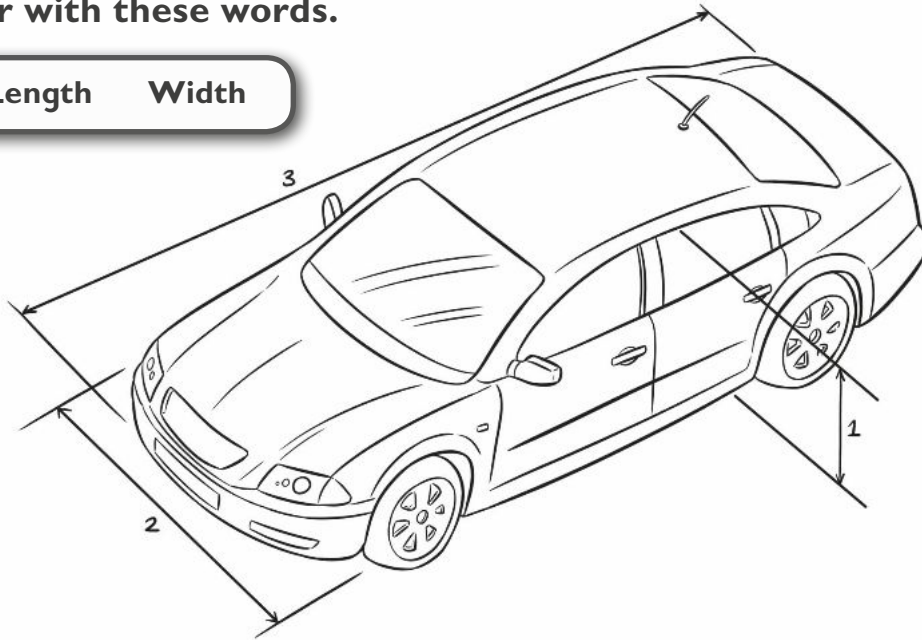
hippopotamus jirhinoceros tyncheetahuimouse tyutiger wekoalabearoo elephant bzgiraffe



LESSON 3 *They are even bigger!*

1 Label the car with these words.

Height Length Width



2 Read the information about the car.

It's 4 metres 50 long.

It's 1 metre 70 wide.

It's 1 metre 50 high.

It weighs about one and a half tonnes.

Its top speed is 180 kilometres an hour.

a) Complete 1 to 5.

1 Height: 1.5m

2 Length: _____

3 Width: _____

4 Weight: _____

5 Top speed: _____

b) Write the height, length and width on the diagram of the car in exercise 1.

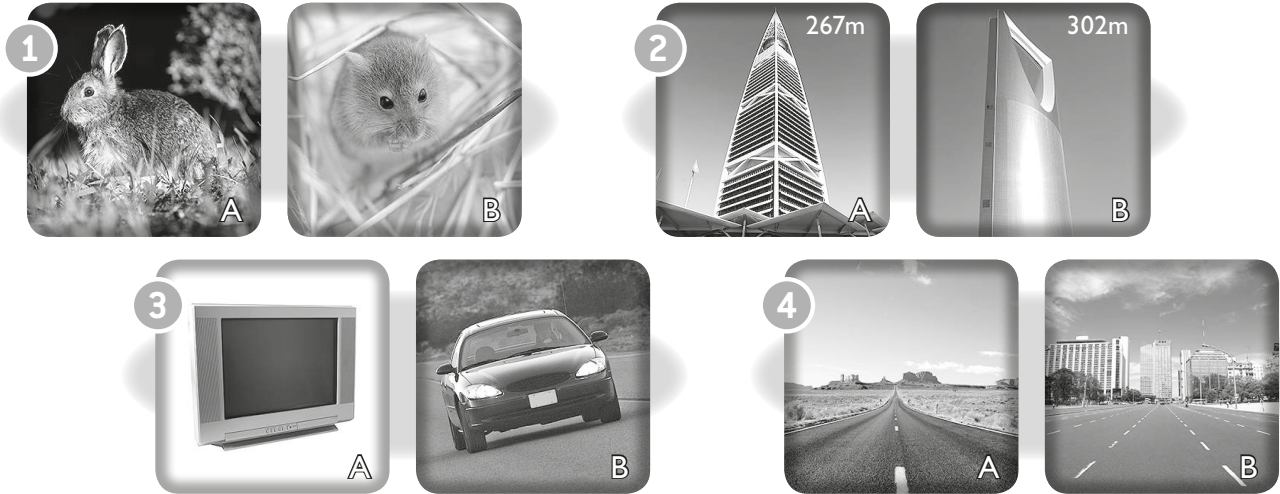
3 Write about: 1 your classroom, 2 your bedroom and 3 your teacher's table. How big are they? Write what you think.

1 I think my classroom's about _____ long, _____ wide and _____ high.

2 I think _____

3 _____

4 Look at the pictures and write sentences with *even*.



- 1 small / animal A is a small animal but B is even smaller.
- 2 tall / building _____
- 3 heavy / thing _____
- 4 wide / road _____

5 Read the sentences about the Arabian oryx. Tick (✓) true (T) or false (F).

- | | | |
|--|----------------------------|---------------------------------------|
| 1 The Arabian oryx doesn't like grass. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 2 They are a very dark colour. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 People call them superjumbos. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 They are one of the rarest animals in the world. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 The length of their horns is about 50 centimetres. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 They are about 3 metres or more tall. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 Their weight is about 70 kilos. | T <input type="checkbox"/> | F <input type="checkbox"/> |

6 Underline the odd words.

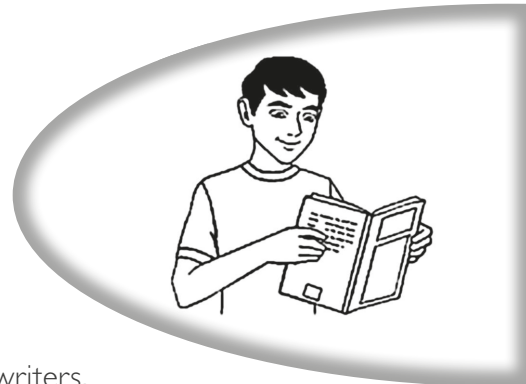
- | | | | |
|------------|------------|-----------|-------------|
| 1 height | length | speed | <u>wide</u> |
| 2 high | width | wide | long |
| 3 bigger | faster | lazier | heaviest |
| 4 oryx | koala bear | passenger | cheetah |
| 5 horn | eye | ear | toe |
| 6 elephant | jumbo jet | airbus | plane |



LESSON 1 *A writing competition*1 Complete the sentences. Use **will + verb**.

What does the Book Club say about the writing competition?

- 1 We will give the winners fantastic prizes.
- 2 The best writer _____ an iPad.
- 3 We _____ an e-book reader to ten other good writers.

2 Write sentences using **We will ...**

Imagine you are telling people about a writing competition. What prizes will you give the best writers?

- 1 _____
- 2 _____

3 Find and correct seven more mistakes.

Club

The Book Clubb is for people who reads and write pomes, storys and information. It is now ten years old and so it is having an essay reading lesson. Nina thinks, 'I'll writing an essay for this competition.' Fred asks himself, 'Wil I win a prize?'

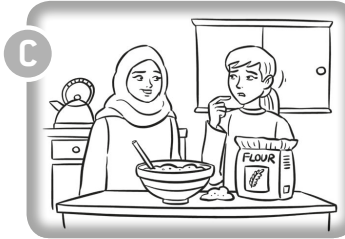


4 Order the words and find two more decisions.



- 1 a write I'll for my homework poem
- 2 orange I'll an have
- 3 to dictionary bring school I'll my

I'll write a poem for my homework.

5 Complete and match with the pictures. Use *I'll ...*

OK
put
open
make
problem
OK
worry
lend
buy
worry
problem
clean

- 1 Don't worry . I'll make the cakes. C
- 2 Don't _____. _____ the car. _____
- 3 It's _____. _____ the door. _____
- 4 No _____. _____ some more. _____
- 5 It's _____. _____ the bags in the taxi. _____
- 6 No _____. _____ you my umbrella. _____

6 Write questions for exercise 5.

- 1 Will you make the cakes, please?
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

7 Underline the correct words.

- 1 Our mothers and fathers are our (*grandparents/parents*).
- 2 An e-book reader is (*good/bad*) for the environment.
- 3 Information (*asks/tells*) you about things.
- 4 The (*waiter/winner*) is the person who is best in a competition.
- 5 When you (*don't know/are sure*), you can make a decision.
- 6 People worry about (*problems/things they enjoy*).
- 7 The winner of a competition will get a (*price/prize*).



LESSON 2 *What kind of person are you?*

1 Complete the sentences and questions using the words in the box.

at playing eating at of by to at in travelling

- 1 Ranya's very good at speaking English.
- 2 Omar and Reema don't like _____ honey.
- 3 Fahad's very interested _____ birds of prey.
- 4 My parents really enjoy _____.
- 5 I enjoy _____ with my little cousins.
- 6 I'm not very good _____ bowling.
- 7 I am annoyed _____ my noisy clock in the morning.
- 8 Are you frightened _____ kinds of sport?
- 9 Is there anything you are really bad _____?
- 10 My mother's very kind _____ everyone.



2 Write questions and answer about you.

- 1 animals / frightened

What animals are you frightened of? I'm frightened of tigers and rhinos.

- 2 hobbies / very keen

- 3 kind of books / enjoy / read

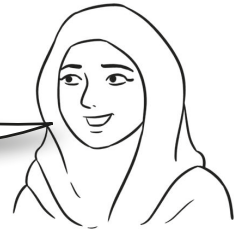
- 4 kind of books / fond

- 5 countries / interested

3 Say the sentences and write w or y.

- 1 Will he go outside? 2 Will she eat it?
- 3 Will he invent a new one? 4 I'll lend you a pen.

W
I'll do it now.



4 Match the beginnings of the sentences with the best endings.

- | | | |
|---------------------|----------------|---|
| 1 A kind person | <u> b </u> | a is careful about what they say to people. |
| 2 A generous person | <u> </u> | b is always nice to everyone. |
| 3 A polite person | <u> </u> | c is happy to do you a favour. |
| 4 A friendly person | <u> </u> | d is very good at their lessons. |
| 5 A helpful person | <u> </u> | e gives to other people. |
| 6 A clever person | <u> </u> | f enjoys talking to people. |

5 Read the story and describe Lenny. Use the adjectives from exercise 4.

Last Wednesday, Lenny walked to the library. He needed to borrow a book to help him with a maths exam because he finds this subject very difficult. In front of him was an old man with a very heavy bag. Suddenly, the old man's shopping fell through a big hole in his bag. 'Excuse me,' said Lenny. 'Would you like *my* bag? You can put your shopping in it and I'll help you carry it home.' 'Thank you very much,' said the old man.



Lenny is kind , , ,
and but he isn't very .

6 Find the word. Read the clues to help you.

It's a word from this lesson.

It's something that makes you happy.

It's about people.

The first part of the word is a person you like.

The second part of the word is something big that sails.

Put the two parts together and the word you make is: .



LESSON 3 *Things we want to do*

1 Choose and write the opposites.

- | | | | |
|--------------|------------------|---------|-------|
| 1 healthy | <u>unhealthy</u> | 2 will | _____ |
| 3 one | _____ | 4 after | _____ |
| 5 bad for me | _____ | 6 tidy | _____ |

untidy
before
won't
good for me
both
unhealthy

2 Write sentences.

What do these people say? Use *I'll/We'll ...* or *I won't/We won't ...*

- | | |
|--|---------------------------------|
| 1 Emily wants to be good at maths. | do / lots of homework |
| <u>I'll do lots of homework.</u> | |
| 2 Emily doesn't want to be tired at school. | go / bed late |
| _____ | |
| 3 John and Alex want to improve their Arabic. | speak / Arabic all the time |
| _____ | |
| 4 Bader doesn't want to spend much money. | go / expensive restaurants |
| _____ | |
| 5 Khalid wants to get a good mark in the exam. | study / after school every day |
| _____ | |
| 6 Anne and Amy don't want to carry heavy shopping. | walk / supermarket again |
| _____ | |
| 7 Lenny wants to get better at diving. | practise / the summer |
| _____ | |
| 8 Nasser wants to be a successful writer. | write / lots of essays / school |
| _____ | |

3 Write about you. Use *I'll ...*

What can you do to improve your English?

- | | |
|--------|-------|
| 1 I'll | _____ |
| 2 | _____ |
| 3 | _____ |

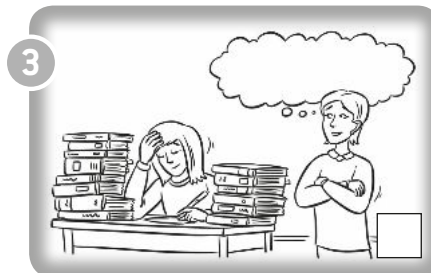
4 Find and write the words.

- 1 Reema wants to be helpful to Ranya.
- 2 Omar says he won't _____ other football players.
- 3 We need to eat fruit and salad to have a healthy _____.
- 4 People should think _____ they buy expensive things.
- 5 Woodworms and bees are _____.
- 6 Footballers _____ to get better at playing the game.
- 7 I need to _____ speaking English.
- 8 We want to be _____ in our exams.
- 9 It's difficult to study in an _____ room.

lfuhepl
oful
tedi
orbefe
scinste
ratin
prseacti
ulcscsfu
tiundy

5 Choose the sentences. How do they want to help?

- a I'll tidy her books.
- b I'll post the letters for Dad.
- c I'll buy her a new coat.
- ~~d I'll call her parents.~~
- e I'll get them another drink.
- f I'll explain how to send an e-mail.



6 Underline the odd words.

- | | | | |
|--------------|--------|---------|-----------------|
| 1 meals | food | diet | <u>exercise</u> |
| 2 I will | I was | I won't | I'll |
| 3 animals | birds | insects | subjects |
| 4 fly | score | foul | head |
| 5 successful | clever | untidy | generous |
| 6 practise | train | rest | study |



LESSON 1 August 24th in the year 79

1 Look, complete and write.

a) Complete the sentences about the picture. Use the words in the box to help you.



carry
work
cut
ride
sit

- 1 There was a man. He was riding a horse.
- 2 There _____ some men. They _____ on the land.
- 3 There _____ a boy. He _____ grass.
- 4 There _____ some children. They _____ on a gate.
- 5 There _____ a woman. She _____ eggs.

b) Write the sentences in a different way.

- 1 There was a man riding a horse.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

c) Underline the correct words. What did the people say?

- 1 'We (sat / were sitting) on a gate. When we saw the flood, we (ran / were running) away.'
- 2 'We (were working / worked) on the land. When we saw the flood, we (were stopping / stopped) and (went / were going) home.'
- 3 'I (cut / was cutting) grass. When I saw the flood, I (was climbing / climbed) a tree.'

2 Match the words and pictures.



1 fisherman



2 waves



3 rocks



4 land



5 flames



6 smoke



3 Read about the eruption and answer the questions.

The first thing I saw was a huge cloud. It looked like a very tall tree rising from a mountain. It was a cloud of smoke. Part of the cloud was white and parts of it were grey and black because of the ash. I thought I could smell the smoke so I put my hands over my nose. Then I saw the flames. They were bright red and orange and they were coming out of the mountain. I was very scared.



1 What came out of the mountain first?

2 What did the cloud look like?

3 What colour was the cloud?

4 Why were parts of the cloud dark?

5 Why did the boy put his hands over his nose?

6 Where were the flames coming from?

7 What do you think the boy did next and why?

I think he _____

LESSON 2 *A special visit to Saudi Arabia*

1 Write Lenny's questions.

what	How long	Who	How many
what	Where	How far	How much



Lenny: ¹ How much exercise do you do Alex?

Alex: I do a lot of exercise! I run every day.

Lenny: That's great! ² _____?

Alex: About eight kilometres a day I think.

Lenny: ³ _____?

Alex: I usually run around the park – it's very big.

Lenny: ⁴ _____?

Alex: For about an hour.

Lenny: And ⁵ _____?

Alex: I wear sports clothes because they're very comfortable.

Lenny: I know you eat well, so ⁶ _____?

Alex: My favourite health foods are fruit, chicken and fish.

Lenny: ⁷ _____ when you run?

Alex: I don't know how many calories I use!

Lenny: ⁸ _____?

Alex: Mokhtar Bakar. He's definitely my favourite marathon runner!

2 What can you remember about Mokhtar Bakar? Write sentences.

1 How many calories does he normally need each day?

He normally needs about two and a half thousand calories a day.

2 How many kilometres does he often run each day when he trains for a race?

3 What kind of protein does he usually have?

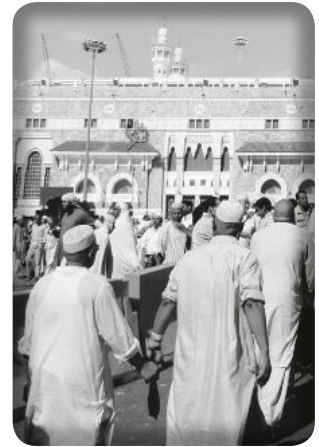
4 What other foods does he always eat?

3 Write sentences. Use *not only ... but also ...*

- | | |
|----------------------------------|--|
| 1 go / bowling / swimming | He <u>not only goes bowling but also swimming.</u> |
| 2 recycle / paper / glass | They _____ |
| 3 teach / English / French | He _____ |
| 4 write / stories / poems | My sister _____ |
| 5 need / water / salts | Runners _____ |
| 6 read / books / magazines | I _____ |
| 7 ride / a scooter / a motorbike | He _____ |
| 8 study / Arabic / English | We _____ |

4 Underline the best words.

- The Hajj is a (pilgrimage / pilgrim).
- Muslims in good (health / healthy) and with (no / enough) money should try to go on this journey.
- It's a religious (work / duty).
- Many (pilgrims / parents) come to Saudi Arabia for the Hajj.
- They often (travel / fly) by plane and bus.
- The Hajj is in the twelfth (month / week) of the Hijri year.
- Pilgrims wear (their usual / special white) clothes for the Hajj.
- They (go / goes) to the holy places such (at / as) Al-Masjid Al-Haram, Mina, Arafat and Muzdalifa.

**5 Do the puzzle. Find the word.**

- ↓
- Mokhtar Bakar trains in the m o r n i n g and in the afternoon.
 - Italian people eat a lot of _____.
 - Sports drinks _____ water and salts in your body.
 - A _____ is a kind of competition.
 - You can get _____ from fish and chicken.
 - Dhu Al-Hijjah is the _____ month in the Islamic calendar.
 - When you run, you _____ water and salts from your body.
 - Mokhtar Bakar is a famous _____.

The word is: m_____.



Unit 4

Past, present and future

LESSON 3 *Fred's essay*

1 Write sentences. Use *'ll be able to ...*



1 He / hope / study medicine / six years' time

He hopes he'll be able to study medicine in six years' time.

2 He / hope / improve people's lives

3 They / think / travel around the world / five years' time

4 They / sure / meet / lots of interesting people

2 Complete with *could/couldn't, can/can't or will be able to/won't be able to*.

	Last year	Now	Next year
1 speak English	1 <input checked="" type="checkbox"/> any	2 <input checked="" type="checkbox"/> some	3 <input checked="" type="checkbox"/> lots of
4 remember important dates	4 <input checked="" type="checkbox"/> lots of	5 <input checked="" type="checkbox"/> any	
6 visit me	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/> often	8 <input checked="" type="checkbox"/>

1 Last year, he couldn't speak any English.

2 Now, _____.

3 Next year, _____.

4 Last year, _____.

5 Now, _____.

6 Last year, _____.

7 Now, _____.

8 Next year, _____.

3 Match the words and definitions.

- | | | |
|---------------------|---------------|---|
| 1 one hundred years | <u> c </u> | a a home you can carry |
| 2 government | <u> </u> | b a metal road for trains |
| 3 to be married | <u> </u> | c a century |
| 4 railway | <u> </u> | d money you get for doing a job |
| 5 tent | <u> </u> | e when a man and a woman are husband and wife |
| 6 salary | <u> </u> | f the people who make the rules of a country |

4 Underline and correct one mistake in each sentence.

- | | |
|---|-----------------------------|
| 1 In the past, pilgrims <u>could</u> travel to Makkah for the Hajj on planes or trains. | <u> couldn't </u> |
| 2 For a short time, they travelled on foot, rode animals or sailed. | <u> </u> |
| 3 Now they can use old, fast ways of travelling. | <u> </u> |
| 4 They can stay in comfortable shops or hotels. | <u> </u> |
| 5 The facilities aren't very good. | <u> </u> |
| 6 The Saudi Arabian government is building the new Haramain road. | <u> </u> |
| 7 Pilgrims won't be able to go by train from Jeddah to Makkah in 30 minutes. | <u> </u> |



5 Write.

a) Write the words in the correct columns.

hope	salary	centimetre	railway
facility	government	tent	camel

one syllable

two syllables

three syllables

four syllables

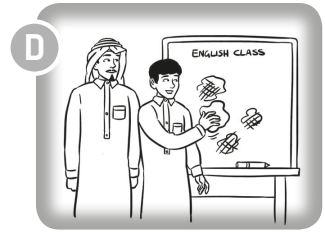
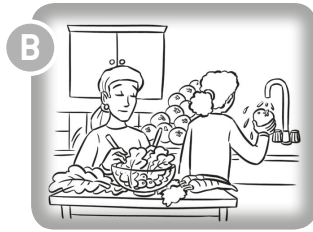
<u> </u>	<u> railway </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>

b) Put a • on the stress in each word in exercise 5 a.

LESSON 1 *Omar's scholarship trip*

1 Match the sentences with the offers of help.

- | | | |
|-------------------------------------|---------------|-------------------------------------|
| 1 My windows are very dirty. | <u> b </u> | a Shall I get you a snack? |
| 2 I can only speak a little Arabic. | <u> </u> | b Shall I clean them for you? |
| 3 I'm ready to go now. | <u> </u> | c Shall I teach you some new words? |
| 4 We're hungry. | <u> </u> | d Shall I water it? |
| 5 My garden's very dry. | <u> </u> | e Shall I call a taxi? |

2 Match and write. Use *Shall I ...* ?

- I need help to get the lunch ready.
- I can't start my car.
- I need help to get the classroom ready.
- This hotel room's very hot.

Shall I wash the tomatoes?

 B

3 Complete the conversation.

A: Great news! I'm coming to Riyadh in July. I'm really looking forward to it!

B: ¹ In July?

A: Yes. It's not long to wait.

B: ² _____

A: On the 2nd.

B: ³ _____

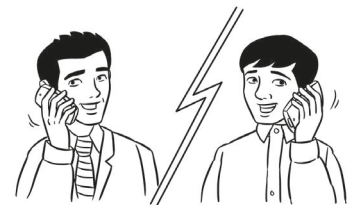
A: It's Tuesday.

B: ⁴ _____

A: Yes. I'm arriving at 6:30.

B: ⁵ _____

A: No, the plane arrives at 6:30 in the morning!



**What day is
the 2nd?**

In the evening?

~~In July?~~

**You're arriving
on Tuesday?**

**What date are
you flying?**

4 Complete the sentences. Use *in*, *at* or *on*.

- 1 A ship left New York in 1872.
- 2 My lessons start ____ 9:00.
- 3 We have four lessons ____ the morning.
- 4 When I am excited, I can't sleep ____ night!
- 5 They're going bowling ____ Friday.
- 6 I'm starting university ____ September.
- 7 A large volcano erupted ____ 1815.
- 8 My friend's coming ____ the 5th March.

5 Write the time phrases in the correct column.

March	three o'clock	night	Sunday
8th September	1988	the evening	6:30 22nd May

at

on

in

March

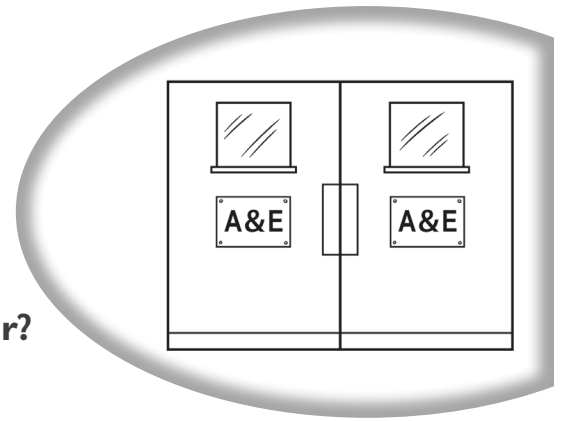
6 Underline and then write words that match the definitions 1 to 6.

It was midday when I arrived home from my holiday. I put the luggage in the living room and made some coffee. Then I unpacked my things. It took a long time and when I looked at my watch, it was nearly two o'clock. I was getting hungry so I started to prepare lunch. I found cheese in the fridge but I wanted chicken and bread so I drove to the butcher's and the baker's to buy some. When I was driving home, the car stopped. There was something wrong. I called a mechanic and a man soon arrived. He checked the car and said, 'Don't worry, it's only a small problem. You just need petrol!'



- 1 no more than
- 2 a shop where you can buy chicken, lamb and other meat
- 3 a person who finds problems with car engines
- 4 bags you take on holiday or on a journey
- 5 close to
- 6 get something ready

only

LESSON 2 *Stay safe, stay well***1 Write the answers. How much can you remember?**

1 Figures show that 33% of British children are overweight.
What kind of unhealthy food do they eat?

2 What is the greatest danger to children at home?

3 What should you wear on your head when you cycle?

4 Why is it dangerous to leave a young child alone near water?

5 Why can stairs be dangerous for children?

6 Where do you find an Accident and Emergency department?

7 What objects can children fall over on the floor?

Now check your answers in the Student's Book.

2 Write the advice in the correct column.

~~eat fruit and vegetables every day~~ let children play with fire
cycle without a helmet be careful when you cross the road
leave things on the stairs let children play with scissors
pick up your things from the floor wear seat belts in cars

Never:

Always:

eat fruit and vegetables every day.

3 Complete the story with *-self / -selves*.

Yesterday evening, the twins lost their football in the park. 'Shall I help you find it?' asked their father. 'No, thank you, Dad,' they answered. 'We'll find it ¹ ourselves.' So they went to the park and found the ball in the long grass but one of the twins cut ² _____ on a sharp object. 'How did you hurt ³ _____?' asked his mother later. 'I cut ⁴ _____ on a piece of glass,' he answered. His mother helped him wash and bandage his leg. Then the boys made ⁵ _____ a hot drink.



4 Order the first sentences, then write a reason with *might ... -self / -selves*.



1 play never fire with

Never play with fire.

You might burn yourself.

2 her touch don't let the plates hot

3 up that don't box heavy pick

4 tools never with my play

5 him tree don't let the climb

5 Complete the words.

1 You can i n j u r e yourself on a piece of glass.

2 A cut is a kind of i _ _ _ _ _.

3 When there is nobody with you, you are a _ _ _ _ _.

4 The A & E is a d _ _ _ _ _ in a hospital.

5 The opposite of with is w _ _ _ _ _.



LESSON 3 *Things to do and see***1 Underline the correct word and then complete the suggestions with your own ideas.**

- 1 How about (going / go) to the museum?
- 2 Let's (travel / travelling) by _____.
- 3 We could (watching / watch) _____.
- 4 What about (have / having) _____?
- 5 Why don't we (visit / visiting) _____?
- 6 Shall we (tidy / tidying) _____?

2 Complete the e-mails. Use all the different ways of making suggestions from exercise 1.

Hi Alex,

How are you?

I have some ideas about our trip to London next week.

I know John loves books so ¹ why don't we go to the British Library first? And then, ² _____ going to the British Museum?

We're all keen on history. After that, we might be hungry so ³ _____ stop for something to eat? ⁴ _____ have a picnic in one of the London parks. They're beautiful at this time of year and we'll be able to watch the birds and other wildlife.

E-mail me soon.

Lenny



Hi Lenny,


I'm fine, thanks. I hope you are well too.

It's a good idea to plan the day! ⁵ _____ ask John what he thinks too. And ⁶ _____ asking another friend to come with us?

Let me know what you think.


Alex

- 3** Imagine you visited Birdlife Park. Write a review. Use the questions to help you.






Birdlife Park

in the historic village of Brambling



- * More than 500 wonderful birds!
- * Colourful parrots, hawks and many more!
- * Hold an amazing bird of prey!
- * Ride on the train and see birds in the forest!
- * Go on a boat trip and see the water birds!
- * Watch a film about endangered birds!



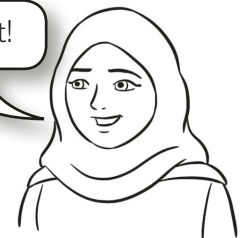
~~When did you go there?~~ **Where is it?** **Who did you go with?**
What was the weather like? **What did you do and see?**
What did you like doing best? **What did you dislike?**

In August, I visited Birdlife Park. It's in a very old village called _____

- 4** Draw a line where the last sound of a word joins a vowel in the next word.

- | | |
|-----------------------------|-----------------------|
| 1 Look <u>at</u> that! | 2 It's an egg. |
| 3 Fred bought some oranges. | 4 Jack ate an apple. |
| 5 Pick up your things. | 6 Put on your jacket. |

Lookat that!



- 5** Write. Do we join the underlined letters with w or y?

- | | |
|--|-------|
| 1 She has three <u>or</u> anges. | _____ |
| 2 Go <u>in</u> to the classroom please. | _____ |
| 3 I can't see <u>an</u> ybody. | _____ |
| 4 I'm going to <u>a</u> museum tomorrow. | _____ |



y
Shall we eat now?



LESSON 1 *We're looking forward to Omar's visit*

1 Order the letters and write the words. Use the clues to help you.

- | | | |
|---|------------|-----------------|
| 1 When you lose something, you must <u>look</u> <u>for</u> it | kloo ofr | <u>look for</u> |
| 2 You can put your luggage in one of these on a plane. | oerckl | _____ |
| 3 When you go to another country you go _____. | drabao | _____ |
| 4 You do this is when you show your ticket and passport. | kcche ni | _____ |
| 5 This is how you feel when you can't find your passport! | oriewrd | _____ |
| 6 This is how Omar was feeling when he came to England. | nvouser | _____ |
| 7 You must always _____ your passport. | kool trefa | _____ |
| 8 You catch or _____ a plane. | teg no | _____ |

2 Complete the sentences and match with the correct endings.

- | | | |
|--|----------|-------------------------------------|
| 1 When we <u>arrive</u> (<i>arrive</i>) in the town, | <u>e</u> | a we'll take him to the ice rink. |
| 2 When my mother _____ (<i>call</i>), | _____ | b they'll investigate the burglary. |
| 3 When our friend _____ (<i>stay</i>) with us, | _____ | c I'll be able to go to university. |
| 4 When I _____ (<i>go</i>) to the doctor's, | _____ | d I'll tell her about my new job. |
| 5 When I _____ (<i>be</i>) 18, | _____ | e we'll look for a hotel. |
| 6 When the police _____ (<i>come</i>), | _____ | f I'll ask him for some medicine. |

3 Complete the sentences. Use *I'll* ...

Imagine you are starting lessons at an English Language school next week.

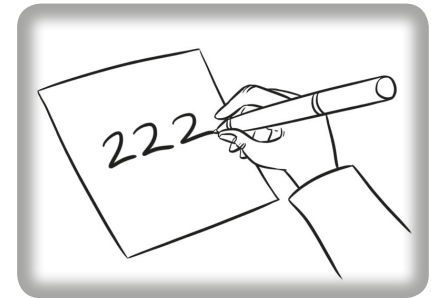
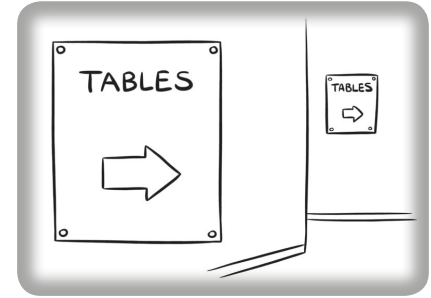
- When I go into the school, I'll go to reception.
- When I meet the other students, _____

- When I go into the classroom, _____

- When the teacher asks me a question, _____



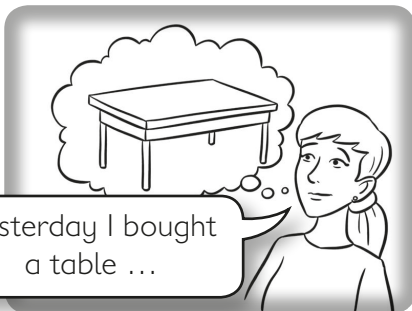
4 Complete these instructions to help Mrs. Taylor buy a new table.



write ~~When you go~~ look for When you arrive turn When you find

¹ When you go into the shop, ² _____ right and follow the signs to tables.
³ _____ at the tables department, ⁴ _____ a table you like.
⁵ _____ one you like, ⁶ _____ the number on a piece of paper and take it to the assistant.

5 Write in the past simple.



Yesterday I bought a table ...

... When I went into the shop, I turned right and followed the signs to tables. When _____

 _____ on a piece of paper and took it to the assistant.

6 Underline the correct words in these instructions.

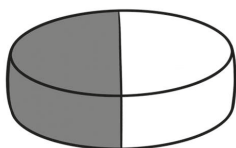
- 1 When the food (is / will be) ready, serve it with rice.
- 2 When you (will arrive / arrive) at school, wait in the playground.
- 3 When you (find / will find) my front door, ring the bell loudly.
- 4 When she (asks / will ask) you a question, answer in English.

LESSON 2 *This week's project*

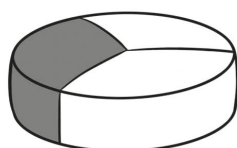
1 Complete the table.

0%		20%		33%		75%	
	a tenth		a quarter		half		all

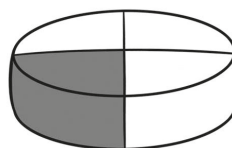
2 Write the amounts of cheese in two different ways.



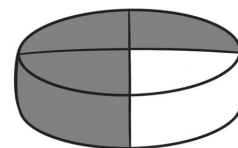
1 half
50 percent



2 _____



3 _____



4 _____

3 Number in order from the smallest to the largest.

- a 95% _____ b zero 1 c 49% _____ d a half _____
e three quarters _____ f 100% _____ g a third _____ h a tenth _____

4 Read and draw. Complete the graph for mushrooms, olives, potatoes and tomatoes.



Amy is studying graphs in maths. Her graph shows what percentage of students like different kinds of food. She found out that nearly half of the students like onions, a quarter like mushrooms, a tenth like olives, 90% like potatoes and three quarters like tomatoes.

5 Complete the sentences about Amy's graph. Use *more/most/fewer/fewest*. Use *than* when you need to.

- 1 More students like tomatoes than onions.
- 2 Most students like potatoes.
- 3 _____ students like olives.
- 4 _____ students like mushrooms _____ onions.
- 5 _____ students like potatoes _____ tomatoes.
- 6 _____ students don't like olives.
- 7 _____ students like onions _____ mushrooms.
- 8 _____ students like olives _____ mushrooms.

6 Complete the sentences about students and food in your class. Use your own ideas.

- 1 I think fewer students in my class like _____ than _____.
- 2 I think most students in my class like _____.

7 Tick (✓) the correct sentences.

How much can you remember about The Bookworm Book Club study?

Children's reading habits in Britain

- 1 a) All of the children in the study enjoy reading.
b) Half of the children in the study enjoy reading. ✓
- 2 a) 10% of the children in the study don't enjoy reading.
b) 40% of the children in the study don't enjoy reading.
- 3 a) Older children enjoy reading more than younger children.
b) Younger children enjoy reading more than older children.
- 4 a) Two thirds of the children read every day.
b) A third of the children read every day.
- 5 a) A quarter of the children read ten books or more each month.
b) A quarter of the children read three books or fewer each month.



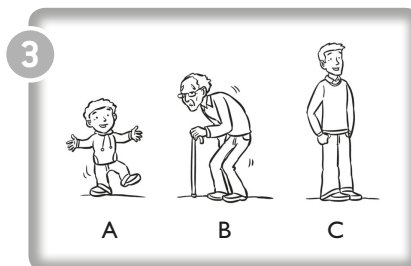
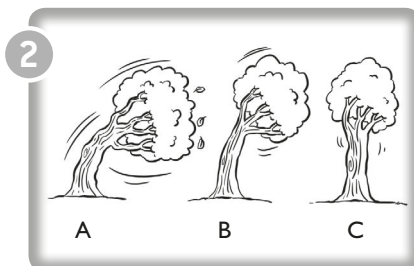
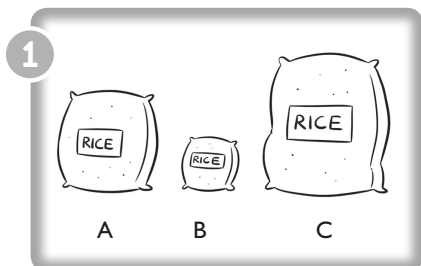
8 Write the number of syllables then put a • on the words to show the stress.

- | | | |
|----------------------|-----------------------|--------------------|
| 1 percent <u>two</u> | 2 habit _____ | 3 percentage _____ |
| 4 comic _____ | 5 international _____ | 6 terminal _____ |
| 7 half _____ | 8 instruction _____ | 9 fewest _____ |



LESSON 3 *At the International School*

1 Look at the pictures and complete the table.



	not very ...	quite ...	very ...
1 heavy	B		
2 windy			
3 old			

Write sentences about the pictures.

1C It's very heavy.

2C _____

3C _____

1A _____

3B _____

1B _____

2 Write C if the words go with character and A if they go with appearance.

1 old A

kind _____

quite thin _____

very interesting _____

2 helpful _____

polite _____

quite young _____

long straight hair _____

3 tall and thin _____

friendly _____

short blond hair _____

funny _____

3 Answer these two questions about each person in exercise 2.

a) What does he/she look like? b) What's he/she like?

1 (a man)

a) He's old and he's quite thin.b) He's kind and very interesting.

2 (a woman)

a) _____

b) _____

3 (a man)

a) _____

b) _____

4 Read the passage and write questions about the underlined words. Use these words to help you.

How's ... ? How was ... ? What's ... ? What was ... ? What does ... ?

¹I had a great holiday and ²the weather was beautiful. I stayed with Robert in Australia. I went there with George – do you know him? ³He's quite short and he has fair hair. ⁴He's very funny and makes me laugh a lot! ⁵We had a good flight but we were tired when we got off the plane. We took a taxi from the airport and at first the driver went past Robert's house! But it was OK, he took us back again. ⁶Robert's very well. He took us sightseeing every day and he cooked for us. ⁷The food was delicious!

1 How was your holiday?

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

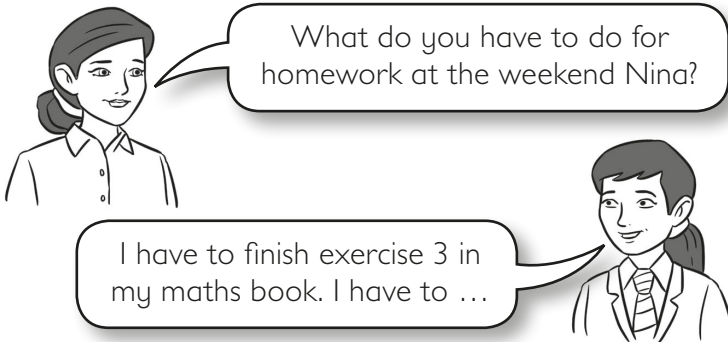
5 Look at the picture and write a description of this garden. Use the questions to help you.

Where is the garden? (*In front of / next to / behind* the house?) How big is the garden? What's it like? What's in the garden? What do you like about it? Do you dislike anything?



The garden is



LESSON 1 *Fred's project*1 Write sentences. What does Nina say to her mother? Use **have to** ...

My homework

- 1 Finish exercise 3 in my maths book.
- 2 Write a poem about autumn.
- 3 Start my history project.
- 4 Read page 55 in my geography book.

1 I have to finish exercise 3 in my maths book.

2 _____

3 _____

4 _____

2 Write about Nina again. What does she have to do?

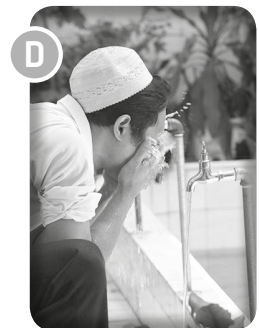
1 She has to finish exercise 3 in her maths book.

2 _____

3 _____

4 _____

3 Complete the sentences and match with the pictures. What do Muslims have to do?



1 You have to pray five times a day. C

2 _____ in the direction of Makkah when you pray. _____

3 _____ in a special way before prayers. _____

4 _____ before you go into a mosque. _____

4 Underline the correct word.

- 1 Fred and Nina (have / has) to wear school uniform at school.
- 2 Fred (have / has) to start his project this evening.
- 3 I (has / have) to help my grandfather every Sunday.
- 4 We (have / has) to be polite to our teacher.
- 5 You (has / have) to show your passport when you check in at an airport.
- 6 Students (have / has) to do exams when they are at university.
- 7 She (have / has) to pray five times a day.

5 Complete the sentences about the Five Pillars of Islam.

fasting poor alms prayer profession **duties** pilgrimage

The Five Pillars of Islam are the five religious ¹ duties which every Muslim has to do. The first duty is to say the ² _____ of Islamic faith. This is called *the shahada*. The second duty is ³ _____. Muslims have to pray five times a day. This is called *salat*. The third duty is *zakat* which means giving ⁴ _____ (money) to ⁵ _____ people. The fourth duty is ⁶ _____ in the holy month of Ramadan. This is called *sawm*. The fifth duty is *the Hajj* or ⁷ _____ to Makkah which Muslims have to try to go on.

**6 Write the word(s).**

- 1 This is a verb that means to go without food. fast
- 2 This is the money that you give to poor people. _____
- 3 Muslims use these to pray on. _____
- 4 This word has two meanings: a part of your body or when you look in a certain direction. _____
- 5 This is an adjective that means you don't have much money. _____
- 6 *Prayer* is a noun. This word is the verb that comes from *prayer*: _____
- 7 These are the religious duties in Islam. The Five _____ of Islam.

Unit 7

Finding out about things

LESSON 2 *The exhibition*

1 Write sentences about the objects in the exhibition. Use *It's a ... / They're ...*

wool
metal
silver
glass
gold
wooden

1 

2 

3 

4 

5 

6 

- | | |
|------------------------------|---------|
| 1 <u>They're gold coins.</u> | 2 _____ |
| 3 _____ | 4 _____ |
| 5 _____ | 6 _____ |

2 Write questions and answers about the objects in exercise 1.

- 1 What are they made of? They're made of gold.
- 2 What's it made of? _____
- 3 _____ It's made of wool.
- 4 What are they made of? _____
- 5 _____ They're made of glass.
- 6 What's it made of? _____

3 Underline the correct word to complete the sentences.

- 1 The teapot comes from (England / English). It's (English / England).
- 2 My shoes come from (Italian / Italy). They're (Italian / Italy).
- 3 Those are (Japan / Japanese) plates. They come from (Japanese / Japan).
- 4 Mum's old table comes from (French / France). It's (French / France).
- 5 The lamp's (Morocco / Moroccan). It comes from (Moroccan / Morocco).
- 6 My camera comes from (German / Germany). It's (German / Germany).
- 7 The old glass bottles are (Egyptian / Egypt). They come from (Egypt / Egyptian).

4 Choose and write the adjectives in the correct order.

silver traditional Bedouin Islamic wool ancient Italian expensive leather
new wool French wooden Arab old ~~Japanese glass green~~ gold Hejazi valuable

- 1 I bought a green Japanese glass bowl.
- 2 She had an _____ bag.
- 3 My favourite object was an _____ chest.
- 4 In the winter, I'll wear my _____ scarf.
- 5 Reema saw some _____ necklaces in the exhibition.
- 6 Reema took a photo of some _____ coins.
- 7 The _____ prayer mats were very beautiful.

5 Describe the object. Use your own words.

It's a/an _____



6 Write about the objects in the table.

Penny	teapot	silver	French	5 years
Fatimah	necklace	gold	Egyptian	3 years
Ibrahim	chest	wooden	Arab	9 years
Dave	plates	plastic	English	5 months
Elena	kites	paper	Japanese	2 months

- 1 It's a French silver teapot. Penny has had it for five years.
- 2 _____
- 3 _____
- 4 _____
- 5 _____



LESSON 3 *Fahad's invitation*

1 Complete the form about Sue.

Name: ¹ Sue Smithson Age: ² _____
 Lives in: ³ _____
 At the moment studying: ⁴ _____
 On Saturday: going to see ⁵ _____
 Going to go ⁶ _____
 In two years' time: wants to take ⁷ _____

Hi, my name's Sue Smithson. I'm 14 years old and I live in Oxford. I go to school here too. This year, I'm studying ten subjects and in two years' time I want to take exams. I have a good friend whose name is Amy. I'm meeting her on Saturday and we're going to go to an exhibition together.



2 Complete the conversation. Use the words in the box to help you.

Jack's diary

Sunday 9 th	help Dad
Monday 10 th	have dinner with visitors
Tuesday 11 th	visit Grandma
Wednesday 12 th	go to the dentist's
Thursday 13 th	meet uncle from Poland



Why don't we ~~Let's~~ We could How about Shall we

1 Charlie: Let's cycle to Fred's house on Sunday.

Jack: Sorry, I can't. I have to help Dad.

2 Charlie: _____ going on Monday?

Jack: _____

3 Charlie: _____ cycle to Fred's on Tuesday.

Jack: _____

4 Charlie: _____ go on Wednesday?

Jack: _____

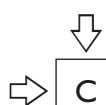
5 Charlie: _____ go on Thursday?

Jack: _____

3 Find and correct one mistake in each sentence.

- 1 I have to ~~playing~~ football on Wednesday evening. play
- 2 He have to do a lot of homework tonight. _____
- 3 She has to studies for her exam. _____
- 4 They has to catch the bus tomorrow. _____
- 5 You has to speak English in English lessons. _____

4 Find and write seven more things that you have to take on a walk in the hills.



C	B	C	L	O	T	H	E	S
M	A	P	V	Y	U	X	M	J
M	C	F	T	S	F	O	O	D
E	K	B	O	O	T	S	B	R
U	P	A	R	D	J	L	I	I
I	A	D	C	S	A	K	L	N
C	C	T	H	N	W	B	E	K
B	K	A	O	P	L	D	E	R



- 1 waterproof clothes
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

5 Write the safety instructions. Use *have to* + one of these verbs.

take carry tell check plan wear

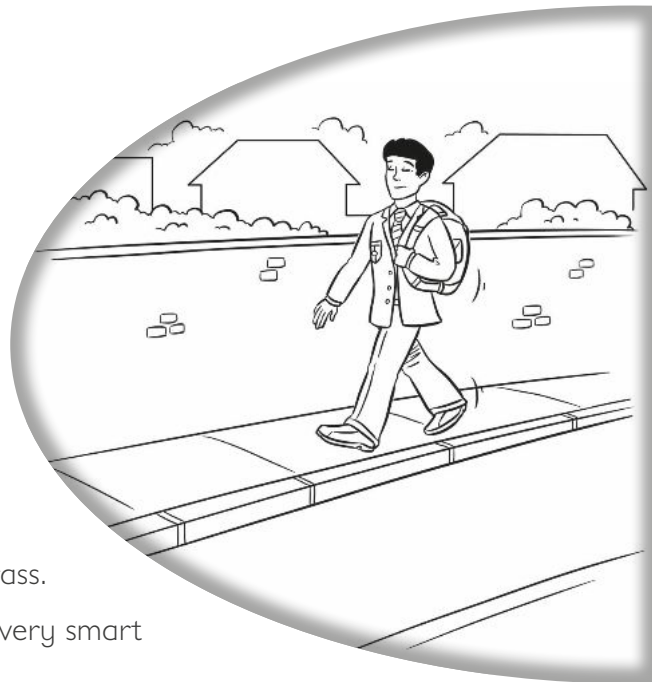
- 1 your route You have to plan your route.
- 2 a map and a torch You have to take a map and a torch.
- 3 the weather forecast _____
- 4 the right clothes _____
- 5 someone _____
- 6 food and drinks _____
- 7 a mobile phone _____
- 8 the battery _____



LESSON 1 *Start cooking!*1 Complete the sentences. Use **a**, **an** or **the**.

When I was walking home ...

- I saw a cat in tree. cat was watching people in street.
- I saw woman giving young boy ice cream. boy looked very pleased.
- I saw man in garden. garden was very untidy and man was busy cutting grass.
- I saw girl in school uniform. uniform was very smart with grey skirt and blue jacket.
- I saw old man. old man was waiting at some traffic lights because he wanted to cross street.



2 Order the words to make sentences.

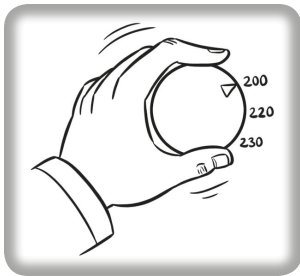
- the / present / Reema / to / give Give the present to Reema.
- this / take / drink / please / to / Nina _____
- an / to / Elena / I'll / send / invitation _____
- for / buy / I / one / can / Jack / too _____
- the / to / water / please / pass / Fred _____
- I / the / children / for / one / ? / shall / make _____

3 Write sentences with the same meaning as those in exercise 2.

- Give her the present.
- _____
- _____
- _____
- _____
- _____

4 Underline the correct words.

- 1 Some people (add / bring) milk to their coffee.
- 2 To help make a sauce, you can use tomato (pasta / paste).
- 3 You can use a ruler to (measure / injure) the length of things.
- 4 When you eat oranges or potatoes, you usually (pack / peel) them first.
- 5 Cumin and pepper are kinds of (spices / salad).
- 6 (Turn / Take) the heat down or you might burn the food!
- 7 Cook the onions (at / until) they are brown.

5 Complete and number the instructions to make a delicious potato dish. Follow the pictures to help you.

turn on 200 °C



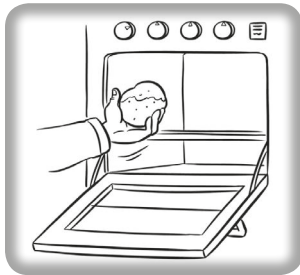
but don't peel



small holes



rub olive



until ready



add sauce



serve tomato

- A _____ the potato with a _____ and a green salad. _____
- B Wash and dry a large potato _____ it. _____
- C Turn on the oven and heat to 200°C for about 15 minutes. 1
- D Cut the potato into two halves and _____ your favourite topping such as cooked meat in a _____. _____
- E Use a fork to make some _____ in the potato before you cook it. _____
- F _____ the potato with some _____ oil. _____
- G Put it in the oven and cook for about an hour or _____ it's _____. _____

LESSON 2 *How often do you clean your teeth?*

1 Read about Lenny and underline the best words.

- Lenny calls Alex most days. He (*sometimes* / *frequently*) calls Alex.
- Lenny argues with Alex once or twice a year. He (*often* / *rarely*) argues with Alex.
- Lenny won't eat apples. He (*never* / *sometimes*) eats apples.
- Lenny goes fishing on some Saturdays but stays at home on other Saturdays. He (*sometimes* / *regularly*) goes fishing on Saturdays.
- Lenny visits his grandmother nearly every weekend. He (*always* / *usually*) visits his grandmother at the weekend.
- Lenny does all of his homework every day. He (*always* / *often*) does his homework.



2 Match the questions and answers.

- | | | |
|---|----------|---|
| 1 How often do you watch TV? | <u>d</u> | a He goes once a year when he has three weeks off work. |
| 2 How often do you sleep in the daytime? | _____ | b I do it every day because I want to live in a clean place. |
| 3 How often do they go to their cousins' house? | _____ | c Rarely. It's too light! |
| 4 How often does he go on holiday? | _____ | d Not very often. I don't think there are many good programmes. |
| 5 How often do you do the housework? | _____ | e Frequently. I read very quickly! |
| 6 How often do you borrow books from the library? | _____ | f Twice a week. On the other days, they buy a hot meal. |
| 7 How often do they take sandwiches to school? | _____ | g They go regularly – every Sunday. |

3 Write questions with *How often ...* ?

- | | | |
|---|---|---|
| 1 | <u>How often does he go to the dentist?</u> | He goes to the dentist twice a year. |
| 2 | _____ | I eat fruit and salad five times a day. |
| 3 | _____ | I'll write essays every week at university. |
| 4 | _____ | I'm rarely ill. |
| 5 | _____ | They sit and talk most evenings. |
| 6 | _____ | She cooks twice a day. |

4 Complete the sentences. Use *-ing* when you need to.

- 1 (study) I study every day. I think studying is very important.
- 2 (walk) I know _____ to school is good for me but I only _____ when the weather's nice!
- 3 (eat) I don't _____ many sweet things because I think _____ sweet things might give me toothache.
- 4 (ride) My favourite hobby is _____ my bike. I _____ it everywhere!
- 5 (argue) My sister and I don't like _____ so we try to stay friendly at all times.

5 Read about me and write what *you* think about my habits.

- 1 I regularly rest from 4:00 to 4:30 in the afternoon.

I think resting from 4:00 to 4:30 in the afternoon is
quite a good habit.

- 2 I often drink sweet drinks.

- 3 I brush my teeth twice a day.

- 4 I spend a lot of money every weekend.

- 5 I always eat an apple at lunchtime.

**6 Number these adverbs in order.**

rarely _____ frequently _____ never 1 always _____ sometimes _____



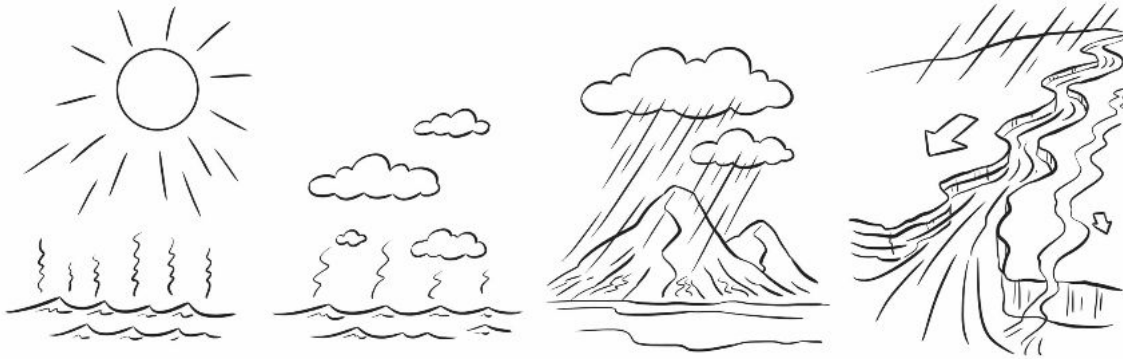
LESSON 3 *What do you know about water?*

1 Do the quiz. Tick (✓) the correct answers.

- 1 a) If you put fresh eggs in water, they sink. ☒
 b) If you put fresh eggs in water, they float. ☐
- 2 a) If eggs are old, they have no smell. ☐
 b) If eggs are old, they have a very bad smell. ☐
- 3 a) If water freezes, the level of the water falls. ☐
 b) If water freezes, the level of the water rises. ☐
- 4 a) If you put bananas in water, they float. ☐ b) If you put bananas in water, they sink. ☐
- 5 a) If you put pencils in water, they sink. ☐ b) If you put pencils in water, they float. ☐

The answers are upside down at the end of the next page.

2 Look at the pictures and complete the sentences.



fall
go
get
rise
make
heat
fall
rise

- 1 When the sun heats the sea, water _____.
- 2 When the water _____, it _____ clouds.
- 3 If the clouds _____ heavy enough, rain _____.
- 4 If rain _____, the water _____ back to the sea in rivers or under the ground.

3 Match the two halves of the sentences.

- | | | |
|---------------------------------------|----------|----------------------------|
| 1 Fire doesn't burn | <u>d</u> | a call me. |
| 2 We produce CO ₂ | _____ | b they die. |
| 3 If people don't drink, | _____ | c when it snows. |
| 4 When I need to buy food, | _____ | d if it doesn't have air. |
| 5 My toes get cold | _____ | e when we drive cars. |
| 6 If you need help with your studies, | _____ | f I go to the supermarket. |

4 Write questions and complete the answers. Use *What happens if ...* ?

1 heat / water / 100 °C

What happens if you heat water to 100 °C ?Answer: The water boils.

2 freeze / water / bottle

Answer: The water level _____

3 mix / red and blue paint

Answer: You get the colour _____

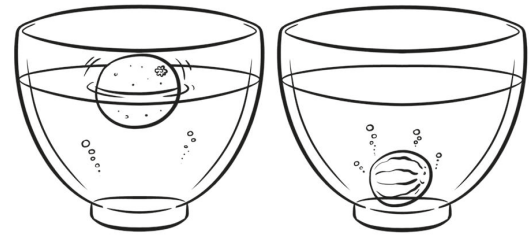
4 add / salt / water

Answer: The water gets _____

5 Number the sentences in the experiment.

The following experiment shows that if you put oranges into water they float but if you peel them first, they sink.

- a Put it back into the water again. _____
- b Put an orange into the water. (Don't peel it.) _____
- c The orange sinks because it is denser than the water. _____
- d Take the orange out of the water. _____
- e Peel the orange. _____
- f The orange floats because orange peel has air inside it. _____
- g Fill a bowl with water. 1

**6 Complete the sentences about the experiment in exercise 5.**

Oranges have ¹ air in their peel so they ² _____ in water. But if you ³ _____ oranges, they ⁴ _____ because without peel they are ⁵ _____ than water.

7 Order the words and find some safety rules.

1 paint / a / when / you / a / never / on / chair / wall / stand

When you paint a wall, never stand on a chair.

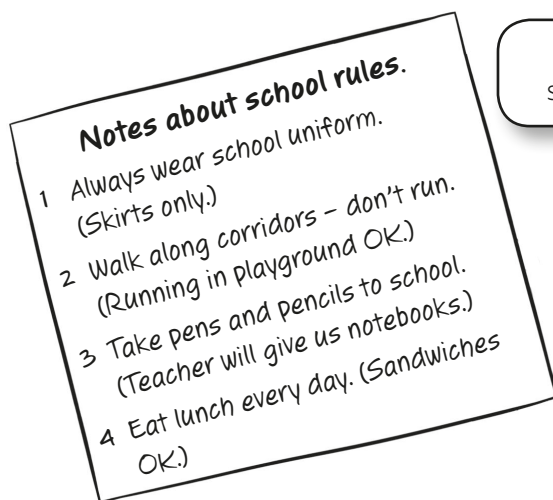
2 careful / always / be / you / use / a / knife / when

3 take / if / you / always / go / for / a / in / hills / mobile / walks / the



LESSON 1 *The walk with Fahad part 1*

- 1** Read Amy's notes about her school rules and write sentences.
Use **We have to ...** / **We don't have to ...**



My teacher talked to the class about school rules today. I made these notes.



- 1 wear school uniform
- 2 wear a skirt
- 3 eat lunch every day
- 4 walk in the playground
- 5 take notebooks to school
- 6 take pens and pencils to school
- 7 walk along the corridors
- 8 eat a hot meal every day

We have to wear school uniform.

We have to wear a skirt.

- 2** Write four things that you have to do at your school.

- 1 I have to
- 2
- 3
- 4

- 3** Write two things that you don't have to do at your school.

- 1 I don't have to
- 2

4 Complete the sentences about what they *have to* or *don't have to* do.

- 1 ☒ go Fahad doesn't have to go on school trips.
- 2 ☒ call Charlie _____ his mum if he misses the bus.
- 3 ☒ do Fred and Nina _____ the housework every day.
- 4 ☒ pray Reema _____ every day.
- 5 ☒ work Jack _____ at The Pizza House.
- 6 ☒ look after Fred and Nina _____ Omar.
- 7 ☒ wear Lucy _____ glasses to help her see.
- 8 ☒ check Fahad, Omar, Fred and Jack _____ the forecast.

5 Complete the sentences with *in case ...* or *because ...*

I fall off the horse they always worry they have an accident
it isn't cold today it rains we get lost

- 1 You have to take an umbrella in case it rains.
- 2 People have to wear seat belts _____
- 3 You don't have to wear a coat _____
- 4 We have to take a map _____
- 5 You have to call your parents _____
- 6 I have to wear a helmet _____

6 Underline the best words about the boys' walk.

- 1 Jack thinks the walk sounds (*boring* / fun).
- 2 Before they go on the walk, the boys (*count* / *check*) their equipment.
- 3 They have to take (*waterproof jackets* / *umbrellas*) in case it rains.
- 4 They have to wear walking boots or strong shoes to (*hold* / *protect*) their feet.
- 5 They take a compass to tell them the (*direction* / *weather*).
- 6 Fred (*says 'yes'* / *refuses*) when Jack asks if he can leave his backpack.

**7 Find six more things the boys take with them on their walk.**

yu torch *koo* *map* *kat* *compass* *skib* *backpacks* *siuj* *mobiles* *hwa* *drink* *waterproof jackets* *lk*

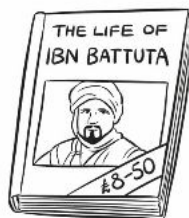


LESSON 2 *My favourite book*

1 Write.

a) What kinds of books are these?

biography novel for teenagers ~~history stories~~
adventure book folk stories



1 history 2 _____ 3 _____ 4 _____ 5 _____
stories _____ _____ _____ _____

b) Complete the sentences with the correct form of *cheap* or *expensive*. Write one word in each sentence.

- 1 *The Boys Have an Exciting Time!* is the cheapest book.
- 2 *Stories From Long Ago* is the _____ expensive book.
- 3 *Traditional Japanese Stories* is _____ expensive than *The Life of Ibn Battuta*.
- 4 *The Boys Have an Exciting Time!* is the _____ expensive book.
- 5 *When Jenny Was Fourteen* is _____ expensive than *The Life of Ibn Battuta*.
- 6 *Traditional Japanese Stories* is _____ than *Stories From Long Ago*.

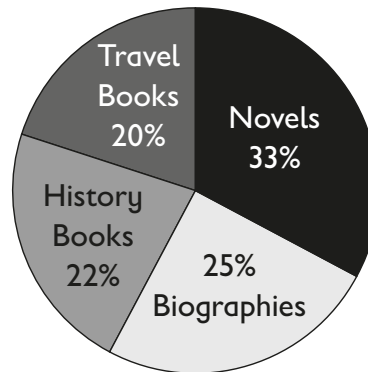
2 Write the books in the correct column.

~~Recipe books~~ Adventure stories Comic books School history books
Novels Biographies Folk stories Guidebooks

Books about true things	Books about imagined things
<u>Recipe books</u>	_____
_____	_____
_____	_____
_____	_____

3 Complete the sentences with the correct form of *interesting*.

Amy made this graph about what kind of books people think are the most interesting.



- 1 People think novels are more interesting than biographies.
- 2 They think biographies are _____ novels.
- 3 They think travel books are _____.
- 4 They think history books are _____ travel books.
- 5 They think novels are _____.

4 Underline eight more mistakes in the review. Write the correct words in 1 to 9.

My Book Review

The book is caled *Remember Your Family*. It's a noval.

It's buy Katy Chandler and it's her first book.

It's abowt a university student who never phones her family. She's more interested in having a good time and buying fashionable cloths. One day, she has a problem and calls her parents. They help her and she tells them she is very sorry. She says they are the most importantest thing in her life. She will always call them in future.

I like this story because its messege is that your family is more important than having a good time or bying things.

- | | | | |
|-----------------|---------|---------|---------|
| 1 <u>called</u> | 2 _____ | 3 _____ | 4 _____ |
| 5 _____ | 6 _____ | 7 _____ | 8 _____ |
| 9 _____ | | | |

5 Underline the correct words.

- 1 The rich businessman was (*fashionabler* / more fashionable) than other people but he wasn't very popular.
- 2 My new shoes are (*more* / *less*) comfortable than my old ones – they hurt my toes!
- 3 Maths was the (*most* / *least*) difficult exam. All the others were easier.
- 4 Nobody likes him. He's the (*less* / *least*) popular teacher in the school.
- 5 Birds are (*more colourful* / *colourfuler*) than animals.

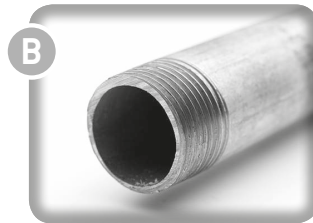
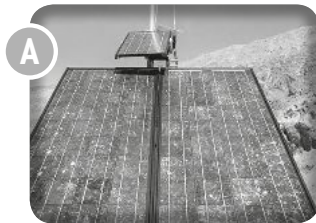


Unit 9

Careful and popular but not wasteful

LESSON 3 *Don't be wasteful*

1 Match the words and pictures.



- 1 tap _____
- 2 leak _____
- 3 wind turbine _____
- 4 solar panel _____
- 5 pipe _____

2 Complete the paragraphs about solar panels and wind turbines.

Solar panels

shines energy water pipes produce

We can use ¹ energy from the sun to ² _____ hot ³ _____. When the sun ⁴ _____ on solar panels, they heat water in the ⁵ _____.

Wind turbines

electricity blows turns make moving

We can use energy from ⁶ _____ air to ⁷ _____ electricity. When the wind ⁸ _____, the turbine ⁹ _____ and produces ¹⁰ _____.

3 Tick (✓) true (T) or false (F). There are three false sentences.

- | | | |
|---|---------------------------------------|----------------------------|
| 1 If we produce clean energy, it will help stop climate change. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 2 Wind turbines and solar panels can produce clean energy. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 If we use wind turbines and solar panels, they'll produce CO ₂ . | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 If there is no wind, wind turbines won't produce electricity. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 If it is cloudy or night time, solar panels will heat water. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 If we improve energy efficiency, we'll help stop climate change. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 A disadvantage is something that's helpful. | T <input type="checkbox"/> | F <input type="checkbox"/> |

4 Write sentences and correct the mistakes in exercise 3.

- 1 If we use wind turbines and solar panels, they won't produce CO₂.
- 2 _____
- 3 _____

5 Match the beginnings of the sentences with the best endings.

- | | | |
|--|----------|---------------------------------------|
| 1 If you turn off lights in empty rooms, | <u>d</u> | a they'll boil more quickly. |
| 2 If you cover pans when you cook, | _____ | b you won't waste energy. |
| 3 If people water their gardens with rain water, | _____ | c you'll save trees. |
| 4 If people don't leave car engines running, | _____ | d you'll save electricity. |
| 5 If you use both sides of a piece of paper, | _____ | e they'll save water. |
| 6 If you don't leave the fridge door open, | _____ | f they'll save petrol. |

6 Complete the sentences.

go waste ~~work~~ eat be save feel

- 1 If you work all night, you'll be tired tomorrow.
- 2 If you don't fix leaks, _____ water.
- 3 If _____ to bed early tonight, you'll feel great tomorrow.
- 4 If you wear a hat and scarf in the winter, _____ cold.
- 5 If _____ breakfast, you'll be hungry later at school.
- 6 If you turn off taps when you brush your teeth, _____ water.

7 Write sentences.

- 1 he listen / learn a lot If he listens, he'll learn a lot.
- 2 you not practise / not improve _____
- 3 we make clean energy / not produce CO₂ _____
- 4 she rest / get better _____
- 5 I save water and energy / save money _____

8 Underline the stress in these words and write the number of syllables in the boxes.

- | | | |
|---|-------------------------------------|----------------------------------|
| 1 <u>turbine</u> <input type="text" value="2"/> | 2 disadvantage <input type="text"/> | 3 advantage <input type="text"/> |
| 4 solar <input type="text"/> | 5 efficiency <input type="text"/> | 6 panel <input type="text"/> |



LESSON 1 *The walk with Fahad part 2*

1 Number the sentences. Where do they go in the paragraph?

He had to drive to the bus station to get my umbrella! ____ I had to help her. 1
 I had to go to the market to buy them. ____ I had to catch the bus. ____
 I had to take my umbrella with me. ____ I had to buy oranges. ____

Yesterday, my mum had a lot to do. (1) She needed some pineapples, salad and potatoes. (2) It was an awful day – cold and rainy. (3) When I arrived at the market, I bought potatoes and salad but I couldn't see any pineapples. (4) Then, I started to walk home. My family has lunch at 12.30 and I was late. (5) When I got off, I left my umbrella on the bus. My mum was very pleased with the shopping but my dad wasn't very happy. (6)

2 Match the problems with what the people had to do.

- | | | |
|---|----------|------------------------------------|
| 1 He forgot his passport. | <u>d</u> | a We had to go by train. |
| 2 She didn't get a good mark in her test. | ____ | b He had to use a dictionary. |
| 3 He didn't understand English. | ____ | c We had to give them some food. |
| 4 The bus had a problem with the engine. | ____ | d He had to drive home and get it. |
| 5 The chickens were hungry. | ____ | e She had to do extra homework. |

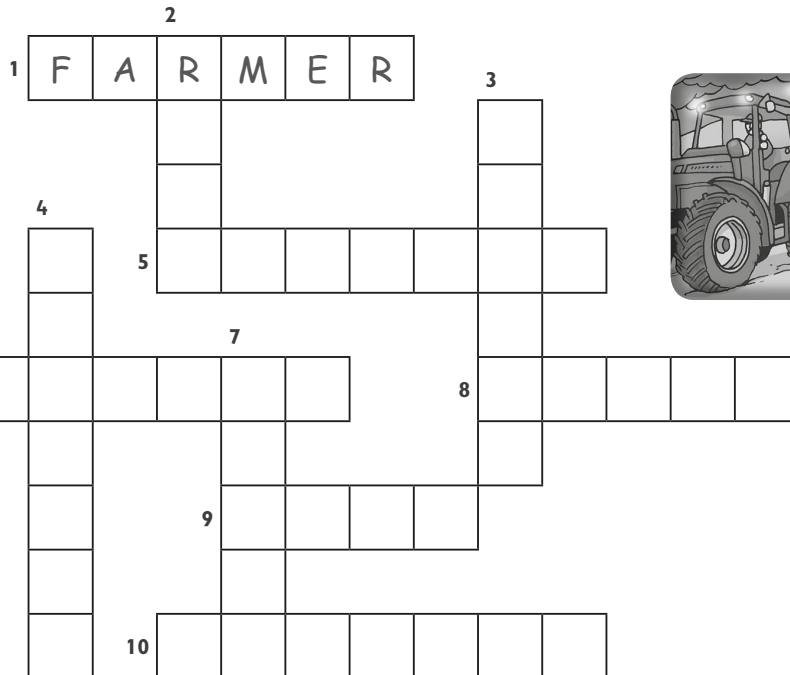
3 Complete the sentences.
What did they have to do?

clean use borrow fix have go



- 1 He had to fix the vase.
- 2 They _____ the car.
- 3 He _____ to hospital.
- 4 She _____ some eggs from her neighbour.
- 5 They _____ a cold drink.
- 6 They _____ a different computer.

4 Complete the sentences about the walk and do the word puzzle.



Across:

- 1 A _____ drove the boys to Fahad's car.
- 5 The farmer drove a _____.
- 6 Fahad couldn't use his mobile. Maybe there was no _____.
- 8 Fred and Omar had to _____ Jack.
- 9 The farmer was very _____.
- 10 When the boys _____ the highest hills, the sky was dark.

Down:

- 2 When Jack was tired, the boys had to _____ for half an hour.
- 3 Omar and Fred had no _____. They had to carry Jack.
- 4 The route was wet and Jack _____.
- 7 Jack hurt his _____.

5 Rewrite these sentences in the past.

- 1 I have to get a job because I need money for university.
I had to get a job because I needed money for university.
- 2 He can't go fishing because he has to finish his project.

- 3 We have to catch the train because the bus doesn't go there.

- 4 He teaches in the evenings because his students have to improve.



Unit 10 / Home, home, home sweet home

LESSON 2 *Family and friends*

1 Complete the words.

- | | | |
|---|--|--|
| 1 | She studies many hours a day. | She's h <u>a r d w o r k i n g</u> . |
| 2 | He doesn't mind waiting. | He's p <u>at</u> t. |
| 3 | I like doing homework better than housework! | I p <u>re</u> fer doing homework. |
| 4 | It will possibly happen. | It's p <u>oss</u> ible. |
| 5 | It will probably happen. | It's p <u>rob</u> able. |
| 6 | He's very generous. | Being generous is one of his good p <u>ro</u> per <u>s</u> . |

2 Write sentences. Use the words in the box to help you + verb + -ing.

~~dislike~~ really enjoy prefer look forward to dislike not mind

- 1 

I'm not happy living in my new house.

She dislikes living in her new house.
- 2 

Doing housework's OK. I don't enjoy it much but I don't dislike it!

She _____
- 3 

I like studying Spanish more than French.

He _____ to French.
- 4 

I don't like swimming.

He _____
- 5 

I always have a great time diving.

He _____
- 6 

We really want to go to our new school next term.

They _____

3 Answer the questions about Alfie Brown.

Alfie Brown is 82 years old. He's very tall and quite thin with short straight grey hair. His eyes are bright blue. He's a very kind and helpful person and he's also very generous. He really likes meeting his friends for a cup of coffee but sometimes he arrives late! Alfie also likes reading and he quite enjoys fixing things! When he was young, he really enjoyed travelling but he doesn't like it any more.



1 How old is he?

He's 82 years old.

2 What does he look like?

3 What's he like? Write about his strong points and his weak point.

4 What are his three hobbies? (Use *verb + verb + -ing* in your answers.)

5 What does he dislike doing?

4 Complete the negative adjectives with *im* or *un*.

1 unintelligent

2 ____polite

3 ____helpful

4 ____safe

5 ____usual

6 ____probable

7 ____successful

8 ____kind

9 ____healthy

10 ____important

11 ____patient

12 ____fashionable

13 ____sure

14 ____tidy

15 ____possible

16 ____fit

5 Underline the correct form of the adjectives.

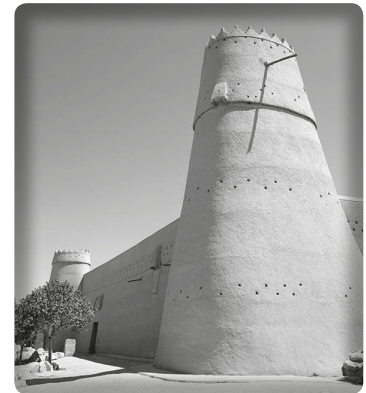
Jimmy was a student at an English Language School. He wanted to do an exam but his teacher was ¹ (*imsure* / unsure) about it because she said it was ² (*impossible* / *unpossible*) for him to get a good mark. She said taking an exam was ³ (*unimportant* / *imimportant*) at the moment and Jimmy should study more first. But Jimmy was ⁴ (*unpatient* / *impatient*) and he took the exam. Of course, he was ⁵ (*unsuccessful* / *imsuccessful*). His teacher was kind and she knew he wasn't ⁶ (*imintelligent* / *unintelligent*) so she said, 'If you study for a few more months, you'll get a good mark next time.'



LESSON 3 *Going home*1 **Circle the verbs about future plans.****Underline the verbs about now.**

On Monday, Rakan's class is visiting Al-Musmak Fort. At the moment, Rakan is in class. He *is having* a history lesson. His teacher *is telling* the class some information about the fort. All the boys *are listening* because it's very interesting.

The teacher *is also telling* the boys about their trip. He says that the class *is going* to the fort by bus. They *are leaving* the school at half past seven in the morning and *coming* back before lunch. Rakan *is really looking forward to* the trip!

2 **Correct the verbs.**

It's now Tuesday. Rakan's class went to the fort yesterday. Rakan is helping his friend with his essay. Can you find and correct ten more mistakes?

Yesterday, we ~~goed~~ ^{went} to Al-Musmak Fort. I really enjoyed go there. We leaved the school quite early in the morning and we comed back before lunch. We taked our notebooks so we can make notes. The fort is a museum and I see lots of interesting objects but I liked look at the traditional clothes best. Now, I'm looking forward to do a project. I'm confident I be able to make it very interesting and when I read it in the future, it help me have great memories of my visit.

3 **Match the two halves of the conversations.**

- | | | |
|------------------------------------|----------|--------------------------------------|
| 1 How often do you go there? | <u>g</u> | a 50% of those in the study. |
| 2 An Arabian oryx is a big animal. | ___ | b I tried, but I couldn't do it. |
| 3 Never cycle without a helmet. | ___ | c This one's the least expensive. |
| 4 I'm really thirsty. | ___ | d But an elephant's even bigger! |
| 5 What about going to the zoo? | ___ | e Shall I help you? |
| 6 Why didn't you fix the leak? | ___ | f Don't worry, I'll get you a drink. |
| 7 How many children like reading? | ___ | g Regularly – about twice a week. |
| 8 I can't do my homework. | ___ | h I won't. I might injure myself. |
| 9 Which scarf is the cheapest? | ___ | i Great idea! When is it open? |

4 Finish these sentences with *who* or *which* and your own words.

- 1 A monkey is an animal ... which can climb trees.
- 2 A doctor is a person ... _____
- 3 Alexander Graham Bell was the scientist ... _____
- 4 The pyramids are old buildings ... _____
- 5 Televisions are machines ... _____
- 6 Ibn Battuta was a famous Arab traveller ... _____

5 Tick the correct sentences.

- 1 a) If you put old eggs in water, they float. ☒
 b) If you put old eggs in water, they are floating. ☐
- 2 a) There was smoke was coming out of the volcano. ☐
 b) There was smoke coming out of the volcano. ☐
- 3 a) I find it easier to work in night. ☐
 b) I find it easier to work at night. ☐
- 4 a) I saw the bird in a sky. ☐
 b) I saw a bird in the sky. ☐
- 5 a) I'm not very keen on cheese. ☐
 b) I'm not very keen at cheese. ☐
- 6 a) She not only improved her standard of English but maths. ☐
 b) She not only improved her standard of English but also maths. ☐
- 7 a) He usually trains for three hours a day. ☐
 b) He usually train for three hours a day. ☐

6 Label the pictures.









Well done! We hope you enjoyed doing the exercises!

Dictionary

A

abroad
advantage
adventure
afraid
age
air-conditioner
airport
alms
alone
ankle
annoyed
app (n)
appearance
argue
at the moment

خارج البلاد
ميزة
مغامرة
خائف
عمر
مكيف هواء
ميناء جوي/مطار
صدقات
وحيثاً
كاحل
مستاء
تطبيق
مظهر
يجادل
في هذه اللحظة

B

backpack
balloon
battery
before
biography
boil (n)
boil (v)
bones
boots
bowling
brush
businessman
butcher

حقيبة الظهر
بالون
بطارية
قبل
سيرة ذاتية
غليان
يغلي
عظام
حذاء ذو رقبة
بولنج
فرشاة
رجل أعمال
جزار

C

call (n)
calorie
Canadian

اتصال تلفوني
سعر حراري
كندي الجنسية

century
character
check
check-in (v)
cheetah
chest (box)
choice
comic (book)
comment (n)
competition
confident
consonants
cover

D

danger
decision
dense
department
describe
description
diet (n)
disadvantage
dislike
dislike (v)
diving
drown
duty

E

e-book reader
efficiency
enough
eruption
even

قرن
شخصية
فحص
نزل في الفندق
فهد الصيد
صندوق
اختيار
قصة مصورة
تعليق
منافسة
واثق من نفسه
الحروف الساكنة
غطاء

خطر

قرار

كثيف

قسم

يصف

وصف

نظام غذائي

عيب

يكره

يكره

غطس

يغرق

واجب

قارئ الكتب الالكترونية

كفاءة

كفاية

ثوران

مستوازواجي (عدد)

excellent ممتاز
exhibition معرض
experiment (n) تجربة

F

face (v) يواجه
facilities مرافق
facility سهولة
fair (colour) أشقر
faith إيمان
fashionable مواكب للموضة أنيق
fast (v) يصوم
fasting صيام
fisherman صياد السمك
fit ملائم
fitness لياقة بدنية
fix (v) يصلح
flame لهب
float يطفو
folk قوم
fond مغرم
forecast توقع
foul كريه
freeze يجمد
frequently بكثرة
fresh طازج
friendship صداقة
full كامل
fun لهو
funny (amusing) مسل/مضحك

G

generous كريم
get off (e.g. a bus) ينزل
get on (e.g. plane); instructions ركب (طائرة)، اكتسب معلومات
god إله
good value قيمة حسنة
government حكومة
graph رسم بياني

H

habit عادة
half نصف
half-term نصف الفصل الدراسي
hardworking مثابر، مجد
health صحة
healthy صحي
heavy ثقیل
height ارتفاع
helmet خوذة
helpful مساعد
hill تل
hope أمل
horn بوق
housework الأعمال المنزلية
how far إلى أي مدى

I

ice ثلج
ill مريض
in case في حالة
information معلومات
injure (v) يصيب\ يؤذي
injury إصابة
insect حشرة
invitation دعوة

J

Japanese ياباني الجنسية
jet طائرة
journey رحلة

K

kind (adj) (n) لطيف
koala bear دب الكوالا

L

land أرض
laugh (v) يضحك
lazy كسول



leak (n)	تسرب
link (v)	يربط
locker	خزانة
look after	يعتني بـ
look for	يبحث عن
lose	يخسر/يفقد
luggage	أمتعة

M

Malaysia	ماليزيا
married (adj)	متزوج
mat	سجادة
measure (n)	مقياس
mechanic	ميكانيكي
memory	ذاكرة
message	رسالة
metal	معدن
mix (v)	يخلط
motorbike	دراجة بخارية

N

nearly	تقريباً
necklace	قلادة
nervous	عصبي
nine	تسعة
noisy	صاخب
novel	رواية

O

object	هدف
once	مرة واحدة
only	فقط
oryx	المها (البقر الوحشي)
overweight	وزن زائد (بدين)

P

pack (v)	يحزم
panel	لوحة
parent	أحد الوالدين
passenger	راكب

past (adv)	بعد
pasta	معكرونة
paste	معجون
patient	مريض
peel	قشرة
percentage	نسبة مئوية
pilgrim	الحاج
pilgrimage	الحج

pillar	ركن/ ركيزة
pipe	أنبوب
plan (v)	يخطط
point (n)	نقطة
poor	فقير
possible	ممکن
practise	يمارس
pray	يصلي
prayer	صلاة
prefer	يفضل
prepared (adj)	جاهز
prize	جائزة
probable	محتمل/ مرجح
profession	مهنة
prophet	نبي
protect	يحمي
protein	بروتين

Q

quarter	ربع
questionnaire	استطلاع

R

race (n)	سباق
railway	سكة حديدية
rarely	نادراً
reach (v)	يصل
ready	مستعد
refusal	رفض
refuse	يرفض
regularly	بانتظام

replace	يستبدل
rest (v)	يستريح
review (n)	مراجعة
rink	حلبة التزلج
route	طريق

S

salary	راتب
sauce	صلصة
scooter	دراجة صغيرة
service (room service)	خدمة (خدمة الغرف)
sharp	حاد
ship	سفينة
signal (n)	إشارة
silver	فضة
sink (v)	يغوص
skating	تزلج
slip (v)	ينزلق
smoke (n)	دخان
solar	شمسي
speed	سرعة
spice	توابل
staff	العاملين
standard	معيّار
step	خطوة
straight (adj)	مستقيم
strong	قوي
successful	ناجح
such as	مثل
sword	سيف

T

tasty	لذيذ المذاق
teapot	أبرق الشاي
teenage	مراهق
tent	خيمة
terminal (n)	محطة
text message (n)	رسالة نصية
text (v)	يرسل رسالة نصية

third	ثالث
toothache	ألم الأسنان
torch	شعلة (مصباح يدوي)
tower	برج
town	بلدة
tractor	جرار
train (v)	يدرّب
turbine	التربينّة؛ محرك يدار بقوة الماء أو البخار أو الغاز
turn down	يرفض
twice	مرتان

U

untidy (n) (adj)	غير مرتب
until	إلى أن

V

vowels	الحروف المتحركة
--------	-----------------

W

wasteful	مبذر
water (v)	يروي
waterproof (n)	مقاوم للماء
wave (n)	موجة
weigh (v)	يزن
weight	وزن
wide	عريض، واسع
width	عرض
wildlife	حياة برية
winner	فائز
without	بدون
wooden	خشبي
worried	قلق
worry (v)	يقلق

Y

young	شاب
-------	-----

Z

zero	صفر
------	-----



Listening skills for Second Intermediate Grade 8	<i>Included in Lift Off 4</i>
Differentiate between the pronunciation of similar sounds in English	X
Recognise various intonation patterns	X
Understand directions relating to how to get from one place to another	X
Understand enough to be able to meet needs of a concrete kind	X
Understand information in short messages and announcements which are delivered slowly and clearly	X
Understand the main idea and/or basic information in short monologues or dialogues	X
Speaking skills for Second Intermediate Grade 8:	
Ask for repetition and clarification to fill in gaps in understanding	X
Deal with common aspects of everyday life (e.g. travel, eating, shopping) and get simple information	X
Give and follow simple instructions and directions	X
Handle very short social exchanges: greetings and farewells; introductions; giving thanks, responding to news	X
Link ideas with <i>and, then, but, because</i>	X
Manage simple, routine exchanges; ask and answer questions and exchange ideas and information on familiar topics	X
Produce a short series of sentences: <ul style="list-style-type: none"> • to describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc. • to express opinion on a familiar subject • to make and respond to invitations, suggestions and apologies • to discuss plans and make arrangements • to agree and disagree with others 	X
Use formulaic language in order to communicate limited information in simple everyday situations	X
Use simple phrases to satisfy needs of a concrete type	X
Reading skills for Second Intermediate Grade 8	
Find specific predictable information in simple, everyday material, such as advertisements, menu etc.	X
Transfer from verbal to visual information	X
Transfer information from a text to a table	X
Understand sequence	X
Understand specific information in short, simple texts or familiar topics	X
Understand text cohesion (personal pronouns used as reference items)	X
Understand the main idea in short simple texts on familiar topics	X
Writing skills for Second Intermediate Grade 8:	
deal with certain aspects of writing (punctuation, purpose, syntax, paragraphing)	X
Give personal information (name, age etc.)	X
Write about everyday aspects of their environment (people, animals, places, living conditions, etc.)	X
Write short simple descriptions of people, activities and events	X

Write short simple informal letters and e-mails (giving news, thanking, apologizing, inviting, accepting or refusing an invitation, describing experiences)	X
Write short simple notes and messages conveying simple information related to matters of immediate need	X
Write simple phrases and sentences linked with simple connectors such as <i>and, but, because</i>	X
Grammar coverage for Second Intermediate Grade 8:	
Adverbs of manner	
Comparative and superlative forms	X
Conditionals (Zero conditional, Type 1)	X
Conjunctions	X
Countable and uncountable nouns – <i>some / any / no – much / many / a lot of / lots of – a few / a little – How much / How many</i>	X
Future <i>will</i> (Affirmative – Negative – Questions – Short answers); Time expressions; Present Progressive with future meaning; Future <i>going to</i>	X
Intensifiers	X
<i>like/love/enjoy/hate/can't stand + ing</i>	X
Modals: <i>can, could, should, may, might, must / have to</i>	X
Object personal pronouns	X
Past Progressive (Affirmative – Negative – Questions – Short answers) – Time clauses	X
Past Simple – regular and irregular verbs – time expressions	X
Possessive case – Possessive pronouns	
Prepositions of time, place and movement	X
Present Perfect Simple (Affirmative – Negative – Questions – Short answers) – Time expressions	X
Present Progressive – Stative verbs	X
Present simple - Time expressions – Adverbs of frequency	X
relative pronouns (<i>who, which, that</i>)	X
Revision of question words (<i>Who, Whose, What, Where, Why, How, When</i>)	X
<i>So/Neither</i>	
<i>too-enough</i>	X
<i>would like/want + to</i>	X
Functions for Second Intermediate Grade 8	
ask about and identify location / ask for and give directions	
ask and answer about number and quantity	X
ask for and give advice – make suggestions	X
describe / define people and things	X
describe the manner of an activity or degree of intensity	



discuss a range of topics	X
discuss future plans	X
distinguish between current activities and habitual actions	X
express ability in the past	X
express emotions	X
express obligation, lack of obligation and prohibition	X
express opinion / agreement, disagreement – find things in common	
express possession	
express possibility in the present or future	X
express preference / like / dislike / desire	X
invite and accept or refuse an invitation – thank and apologise	X
link past and present time	X
make comparisons	X
make predictions, promises, on-the-spot decisions and requests	X
make requests / ask for, give and refuse permission	X
offer (help, etc.) / accept and refuse offers	X
refer to conditions and their results	X
talk about, write about habitual actions in the past and understand the sequence of past events / experiences	X
talk and write about current activities and temporary states	X
talk and write about habitual actions, routines and permanent situations	X



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